GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEARS

1897-98 to 1902-03

00134179

BOMBAY BRANCH
OF THE
ROYAL ASIATIC SOCIETY.
TOWN HALL, BOMBAY.

Digitized with financial assistance from

Government of Maharashtra

on 01 February, 2020

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR

1897-98. 1902-03

134179

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

22/10

00134179

ALLAHABAD:

North-Western Provinces and Oudh Government Press

1898.

GENERAL REPORT
ON
PUBLIC INSTRUCTION, N.-W. P. AND OUDH,
FOR THE YEAR 1897-98.

INDEX.

CHAPTER I.—PRELIMINARY.

PARA.		PAGE.
1.	Reforms introduced during the year	1
2.	Important defects	1—2

CHAPTER II.—GENERAL SUMMARY.

SECTION A.—*The Province.*

3.	Number and distribution of schools and scholars	3
4.	Expenditure	3—6
5.	Fees	6
6.	Scholarships	*ib.*
7.	Results of Examinations	6—7
8.	Physical training	7
9.	Boarding-houses	*ib.*
10.	Conduct of scholars	*ib.*
11.	General progress	*ib.*
12.	The encouragement given to education by District Boards	*ib.*
13.	The encouragement given to education by Municipal Committees	*ib.*
14.	The management of schools by District Boards	7—8
15.	The management of schools by Municipal Committees	8
16.	The work of European Societies	*ib.*
17.	The work of Native Societies and individuals	*ib.*

SECTION B.—*The Divisions.*

18.	Summary of progress in each Division	8—10

CHAPTER III.—CONTROLLING AND INSTRUCTING AGENCIES.

19.	Changes in the superior Departmental staff	11
20.	Tours of Inspectors and Assistant Inspectors	*ib.*
21.	Deficiency of the District inspecting staff	*ib.*

CHAPTER IV.—UNIVERSITY EDUCATION.

22.	Enrolment in Arts Colleges	12
23.	Expenditure in Arts Colleges	12—13
24.	The M. A. and D. Sc. Examinations	13
25.	The B. A. and B. Sc. Examinations	13—14
26.	The Intermediate Examination	14—15
27.	Muir Central College, Allahabad	15—16
28.	Queen's College, Benares	16
29.	Canning College, Lucknow	17
30.	Agra College	17—18
31.	Muhammadan Anglo-Oriental College, Aligarh	18
32.	Bareilly College	*ib.*
33.	Meerut College	*ib.*
34.	Christ Church, Cawnpore	*ib.*
35.	Kayasth Pathshala, Allahabad	*ib.*

Oriental College and Departments.

36.	Summary of expenditure...	18
37.	Sanskrit College, Benares	19
38.	Canning College, Oriental Department	19—20
39.	The Mulla Examination	20

CHAPTER V.—ANGLO-VERNACULAR SCHOOLS FOR BOYS.

40.	Number and distribution of schools and scholars	21—22
41.	Expenditure on Anglo-Vernacular Schools	23—24
42.	Fees	24

PARA.		PAGE.
43.	Scholarships	25—26
44.	The Entrance and School Final Examinations	27—28
45.	The special Vernacular Examination	28
46.	The English Middle Examination	28—30
47.	Defects in teaching	31
48.	Boarding-houses	31—32
49.	Conduct of students and moral instruction	32—33
50.	General progress of English education	33
51.	The supply of teachers	33—34
52.	Changes in the curriculum	34
53.	Change of classification	*ib.*
54.	Municipal Schools	*ib.*
55.	Diamond Jubilee Schools	*ib.*
	CHAPTER VI.—VERNACULAR SCHOOLS FOR BOYS.	
	SECTION A.—*General.*	
56.	Number and distribution of schools and scholars	35
57.	Expenditure	*ib.*
58.	Results of examinations	35—40
59.	Examiners' reports (Vernacular Middle Examination)	40—41
60.	The Upper Primary Examination	41—42
61.	The Lower Primary Examination	42
	SECTION B.—*Vernacular Middle Schools.*	
62.	Number and distribution of schools and scholars	42
63.	Expenditure	42—43
64.	Fees	44
65.	Scholarships	44—45
66.	Boarding-houses	45
67.	Conduct of scholars	46
68.	General progress	*ib.*
69.	Supply of teachers	*ib.*
70.	Accommodation	46—49
	SECTION C.—*Vernacular Primary Schools.*	
	(1.)—*District Board Schools.*	
71.	Number and distribution of schools and scholars	50
72.	Expenditure	*ib.*
73.	Fees	50—51
74.	Results of examinations	51
75.	Conduct of pupils	*ib.*
76.	Physical exercise	51—52
77.	The supply and efficiency of teachers	52
78.	School buildings, furniture and apparatus	*ib.*
79.	Measures to improve the teaching	*ib.*
80.	School hours in village schools	52—53
81.	Admission of low caste boys	53
	(2)—*Aided Vernacular Primary Schools.*	
82.	Changes in the number of schools and scholars	54—55
83.	Review of the work of the schools during the year	55—57
	(3.)—*Unaided Primary and Indigenous Schools.*	
84.	Statistics and remarks	57—58
	CHAPTER VII.—TRAINING SCHOOLS FOR TEACHERS.	
	SECTION A.—*Anglo-Vernacular Training College.*	
85.	The College Report	59—60
	SECTION B.—*Normal Schools for Male Teachers.*	
86.	Statistics and detailed report	60—61
	CHAPTER VIII.—PROFESSIONAL AND TECHNICAL EDUCATION.	
	SECTION A.—*Law Classes.*	
87.	Statistics and remarks	62
	SECTION B.—*Medical Education.*	
88.	The Agra Medical School, &c.	62—63
	SECTION C.—*Thomason Civil Engineering College.*	
89.	Abstract of College Report	63—65

PARA.		PAGE.
	SECTION D.—*Industrial Schools.*	
90.	Industrial School, Lucknow	66—67
91.	Other Industrial Schools	67—78
	SECTION E.—*Agricultural School, Cawnpore.*	
92.	Statistics and progress of the school	68—70
	CHAPTER IX.—FEMALE EDUCATON—NATIVE.	
	SECTION A.—*General.*	
93.	Statistics	71
94.	Training of Teachers	*ib.*
95.	The admission of girls to boys' schools	71—72
	SECTION B.—*Anglo-Vernacular Schools for Girls.*	
96.	Number and distribution of schools and scholars; expenditure	72
97.	Results of examinations	72—73
	SECTION C.—*Middle Vernacular Schools for Girls.*	
98.	Statistics	73
	SECTION D.—*Primary Vernacular Schools for Girls.*	
99.	Schools under public management	74—75
100.	Aided schools	75
101.	Unaided schools	*ib.*
	SECTION E.—*The Inspection of Girls' Schools.*	
102.	The work of Inspectress and Deputy Inspectors	75—76
103.	Mr. Welby's proposal	76
	CHAPTER X.—EDUCATION OF SPECIAL CLASSES.	
	SECTION A.—*Europeans and Eurasians.*	
104.	Number and distribution of schools and scholars	77—78
105.	Expenditure	78
106.	Results of examinations	79—80
107.	Arrangements for boarders...	81
108.	Moral instruction	*ib.*
109.	Classification of schools according to management	*ib.*
110.	Training class for teachers...	*ib.*
	SECTION B.—*Muhammadans.*	
111.	Condition and progress of Muhammadan education	82
	SECTION C.—*Colvin School for the sons of Taluqdars.*	
112.	Abstract of school report	83—84
113.	Education of sons of landed proprietors	84
	CHAPTER XI.—PHYSICAL AND MORAL TRAINING.	
114.	Physical education in Anglo-Vernacular Schools	85
115.	Ditto ditto Vernacular Schools	*ib.*
116.	School discipline	*ib.*
117.	Text-books having a direct bearing upon conduct...	*ib.*
118.	Boarding-houses	85—86
	CHAPTER XII.—THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.	
119.	The work of the Text-Book Committee	87—88
120.	Book supply to Vernacular Schools	88
	GENERAL TABLES Nos. I—VIII.	
1.	Abstract of number of institutions and attendance	90
2.	Abstract of expenditure	91—92
3.	Details of institutions and attendance	93—95
4.	Ditto expenditure	96—99
5.	Classification of scholars	100—101
6.	Results of examinations	102—103
7.	Distribution of Local and Municipal expenditure	104—107
8.	Return showing the attendance and expenditure in hostels for males and females ...	108—109
	GENERAL TABLES Nos. III—V. RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.	
3	Details of institutions and attendance...	110—111
4.	Details of expenditure	112—113
5.	Classification of scholars	114—115

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the year 1897-98.

CHAPTER I.—PRELIMINARY.

1. The postponement of the study of English until boys have passed through the Lower Primary section has brought other important reforms in its wake. The course of studies in the lower classes of Anglo-Vernacular schools has accordingly had to be revised and assimilated to that of purely vernacular schools in the Lower Primary section, and to a considerable extent in the Upper Primary section also. Henceforward education up to the Lower Primary stage will have the same definite meaning for all sorts and conditions of schools. At the same time the fees in lower primary classes of Anglo-Vernacular schools have been reduced, since English is no longer taught in them. The Upper and Lower Primary examinations, which have hitherto been reserved for vernacular schools, have now been introduced into Anglo-Vernacular schools as well, with such modification as was necessary in the case of the Upper Primary. It has in consequence been found necessary to change the name of the old English Upper Primary into the Lower Middle section, in which much of the work is the same as in the Vernacular Middle section. Hence the Vernacular Middle examination has been made to serve the purpose of the English Lower Middle section by adding alternative papers on two of the four days of examination. These changes will in the first place do something to ensure a better foundation for English education than has hitherto been generally laid in these Provinces, and they will also very much simplify the educational system.

The circle examinations of classes VII and IX of Anglo-Vernacular schools have been discontinued, the examination of and promotions from these classes being left in the hands of the headmasters under the general supervision of the Circle Inspector. In the same way the public circle examination of class V of Vernacular Middle schools has been abolished.

The classes are named from the bottom upwards, there being two classes in each of the following five sections, *viz.* Lower Primary, Upper Primary, Lower Middle, Upper Middle, and the High Section. In vernacular schools there is no class above the sixth, for which the Lower Middle examination will henceforth be the final public test.

Under the orders of Government fees are now levied in all Municipal Anglo-Vernacular schools, whether maintained or aided out of municipal funds, at the same rate as in other schools maintained or aided out of public funds.

The grant-in-aid rules for Anglo-Vernacular schools have also been modified in order that they may better suit the new curriculum and the new classification.

During the year the examination of standards IV, VII and VIII of European schools has been held for the first time in accordance with the rules of the new Code; and the training class in connexion with the Ayarpata Girls' School, Naini Tal, has completed its first year's work.

2. The most striking defect in the education of these Provinces consists in the inferiority of the teachers employed in vernacular schools and in the lower classes of Anglo-Vernacular schools. The remedies are obvious, *viz.* to increase the accommodation and other provision for training both classes of teachers, and to do away with salaries of from Rs. 2 to Rs. 5 per mensem for village school teachers, and with salaries of less than Rs. 20 per mensem for those who are expected to teach English.

	Number of scholars on the rolls on 31st March.				Number of institutions.				Expenditure.			
	1897-98.	1896-97.	Increase.	Decrease.	1897-98.	1896-97.	Increase.	Decrease.	1897-98.	1896-97.	Increase.	Decrease.
I.—Public Institutions.												
									Rs.	Rs.	Rs.	Rs.
(a)—For Males.												
Arts Colleges	1,524	1,554	...	30	15	15	...	...	3,76,328	3,61,832	14,496	...
Oriental Colleges	423	417	6	...	4	4	...	...	17,191	17,547	...	356
High Schools	17,045	17,334	...	289	98	97	1	...	7,20,124	7,19,824	300	...
Middle Schools	39,689	38,846	843	...	391	369	22	...	3,89,370	3,61,504	27,866	...
Primary Schools	2,01,880	2,07,116	...	5,236	5,873	6,025	...	152	6,94,213	6,75,060	19,153	...
Total Schools for General Education ...	2,60,561	2,65,267	...	4,706	6,381	6,510	...	129	21,97,226	21,35,767	61,459	...
Engineering College	232	206	26	...	1	1	...	...	1,23,972	1,21,785	2,187	...
Schools for Special Instruction ...	3,324	3,444	...	120	51	53	...	2	1,04,257	1,01,243	3,014	...
Total Schools, General and Special ...	2,64,117	2,68,917	...	4,800	6,433	6,564	...	131	24,25,455	23,58,795	66,660	...
(b)—For Females.												
Arts Colleges	13	15	...	2	1	1	...	...	3,903	3,162	741	...
High Schools	1,510	1,699	...	189	17	19	...	2	1,77,288	1,62,647	14,641	...
Middle Schools	1,847	1,293	554	...	20	15	5	...	77,508	48,778	28,730	...
Primary Schools	10,092	9,157	935	...	284	267	17	...	1,00,067	1,01,988	...	1,921
Total Schools for General Education ...	13,462	12,164	1,298	...	322	302	20	...	3,58,766	3,16,575	42,191	...
Schools for Special Instruction ...	175	137	38	...	3	2	1	...	4,082	2,063	2,019	...
Total Schools, General and Special ...	13,637	12,301	1,336	...	325	304	21	...	3,62,848	3,18,638	44,210	...
Total Public Institutions for Males and Females.	2,77,754	2,81,218	...	3,464	6,758	6,868	...	110	27,88,303	26,77,433	1,10,870	...
II.—Private Institutions.												
(a)—For males	76,422	69,877	6,545	...	6,002	5,486	516	...	...	...	...	...
(b)—For females	2,255	1,634	621	...	152	144	8	...	...	...	...	...
Grand Total of Institutions, Public and Private.	3,56,431	3,52,729	3,702	...	12,912	12,498	414	...	27,88,303	26,77,433	1,10,870	...
High Stage ... { Boys ...	2,360	2,461	...	101	Scholarships				96,867	87,549	9,318	...
{ Girls ...	95	112	...	17	Other charges				7,88,859	8,74,924	...	86,065
Middle Stage ... { Boys ...	16,775	12,105	4,670	...	Grand Total of expenditure ...				36,74,029	36,39,906	34,123	...
{ Girls ...	631	647	...	16	Expenditure from Provincial Revenues ...				6,95,062	6,20,410	74,652	...
Upper Primary Stage ... { Boys ...	35,738	37,224	...	1,486	Expenditure from District funds				13,86,612	13,83,614	2,998	...
{ Girls ...	1,311	1,169	142	...	Expenditure from Municipal Funds				1,03,823	1,06,091	...	2,268
Lower Primary and Preparatory Stage. { Boys ...	2,03,848	2,11,693	...	7,845	Tuition fees				7,62,923	7,66,235	...	3,312
{ Girls ..	11,305	10,034	1,271	...	Examination fees							
Total ... { Boys ...	2,58,721	2,63,483	...	4,762	Boarding fees							
{ Girls ...	13,342	11,962	1,380	...	Other sources				7,25,609	7,63,556	...	37,947
					Total ...				36,74,029	36,39,906	34,123	...

CHAPTER II.—GENERAL SUMMARY.

SECTION A.—*The Province.*

3. *Number and distribution of schools and scholars.*—The tabular statement on the opposite page exhibits a general summary of the educational statistics for the North-Western Provinces and Oudh for the years 1896-97 and 1897-98. The number of male scholars in public institutions has fallen off by 4,800, while the number of female scholars in these institutions has increased by 1,336. Thus, altogether, in public institutions, the number of scholars on the rolls, on the 31st of March, is less by 3,464 than in the previous year. In private institutions, however, there has been an increase of 6,545 boys and 621 girls. The total number of scholars in the province shows an increase of 3,702, or a little over 1 per cent. The decrease in enrolment in public institutions, with the corresponding increase in private institutions, is due to the fact that a number of Aided Primary schools, which were opened during the preceding year, could not be retained on the grant-in-aid list by District Boards, owing to deficiency of funds, and they therefore fell back into the position of private institutions; the increase in the latter is also partly due to the greater efforts made to obtain more accurate returns of this class of institution. The Middle stage has grown and the Primary stages have declined, partly on account of the introduction of a new method of classification.

As regards the changes in the number of institutions, these also are due to the transfer of some schools from the list of public to that of private institutions, and to the more complete returns received regarding the latter.

The race and religion of the scholars, and the proportion of each class to the total number, for the last two years, are given below. The Muhammadans have again improved their position in comparison with the Hindus:—

Race and religion.	1897-98.		1896-97.	
	Number of scholars on the rolls on 31st March.	Proportion to total number.	Number of scholars on the rolls on 31st March.	Proportion to total number.
Hindus	265,648	74·51	266,258	75·43
Muhammadans	78,472	22·0	75,596	21·42
Europeans and Eurasians	3,642	1·02	3,601	1·02
Native Christians	8,010	2·25	7,281	2·06
Miscellaneous races or religions	771	·22	236	·07
Total	356,543	100·00	352,972	100·00

The percentage of scholars to the population of school age, according to the census of 1891, has been for the last two years as follows:—

	Boys.	Girls.	Total.
1896-97	9·26	·46	5·02
1897-98	9·32	·49	5·07

4. *Expenditure.*—The total expenditure has increased by Rs. 34,123, and now amounts to Rs. 36,74,029. Provincial revenues have provided Rs. 74,652 more than in the preceding year, district funds more by Rs. 2,998, and municipal funds less by Rs. 2,268. The fees returned from all sources, for tuition, examination and boarding, have somewhat declined. Other sources have contributed less by Rs. 37,947. There is a considerable increase in the expenditure on Arts Colleges, on Middle schools and on Primary schools for males, and on High and Middle schools for females. There has been a large saving on the indirect expenses included under "other charges." Excluding the expenditure on patwári schools, the medical school, and the unaided schools which are not connected with the Education Department, the direct and indirect expenditure from all sources is given in the first of the following tables; the second gives similar details of the expenditure from public funds.

Direct and indirect expenditure from all sources.

	1898.	1897.
	Rs.	Rs.
DIRECT EXPENDITURE.		
Colleges	4,71,742	4,50,668
Schools (General)	20,75,693	19,97,136
Ditto (Special)	64,045	61,870
Total	26,11,480	25,09,674
INDIRECT EXPENDITURE.		
University	56,662	59,190
Direction	43,838	40,835
Inspection	2,54,077	2,47,442
Scholarships	83,533	73,743
Buildings	2,87,611	3,50,678
Apparatus	37,482	31,326
Miscellaneous	75,240	1,09,170
Total	8,38,443	9,12,384
GRAND TOTAL	34,49,923	34,22,058

The direct expenditure on colleges and schools for general education has increased by nearly a lakh of rupees in the year; the indirect expenditure on buildings and miscellaneous together has decreased by nearly the same amount. The charges for direction have risen, owing to my absence on furlough for part of the preceding year. The cost of inspection has been raised under the new scheme which has given the province an additional Inspector.

Direct and indirect expenditure from public funds.

	Provincial and Local.		Municipal.	
	1898.	1897.	1898.	1897.
Direct Expenditure.	Rs.	Rs.	Rs.	Rs.
Colleges	2,96,732	2,86,518	4,448	5,655
Schools (general)	11,21,520	10,95,188	92,426	89,614
Ditto (special)	59,384	53,107	721	672
Total ...	14,77,636	14,34,813	97,595	95,941
Indirect Expenditure.				
Direction	43,838	40,835	...	...
Inspection	2,54,077	2,47,442	...	...
Scholarships	34,572	34,819	3,126	3,080
Buildings	2,09,212	1,72,018	1,729	5,279
Apparatus	11,386	12,378	684	500
Miscellaneous	9,457	19,188	689	1,291
Total ...	5,62,542	5,26,680	6,228	10,150
GRAND TOTAL ...	20,40,178	19,61,493	1,03,823	1,06,091

The above figures show that, as far as public funds are concerned, the direct cost of colleges and schools has increased by Rs. 44,477. The outlay on buildings is also greater by Rs. 33,644.

The usual table follows, showing the distribution of the indirect expenditure from all sources on the different kinds of education under the supervision of the Department.

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1897-98.

Object.	Kind of education.																				
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
University ...	...	...	56,662	...	56,662	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	56,662	...	56,662
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,838	...	...	...	43,838
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,54,077	...	...	...	2,54,077
Scholarships ...	10,334	576	4,481	18,684	34,075	23,674	2,550	1,773	19,068	47,065	2	...	...	1,829	1,831	562	...	562	34,572	3,126	6,254	39,581	83,533
Buildings ...	13,732	...	...	27,227	40,959	48,010	1,473	14,361	34,485	98,329	55,245	256	...	597	56,098	32,172	...	32,172	2,09,212	1,729	14,361	62,309	*2,87,611
Apparatus ...	2,628	...	...	1,474	4,102	2,671	361	6,842	16,446	26,320	5,855	323	...	650	6,828	232	...	232	11,386	684	6,842	18,570	37,482
Miscellaneous ...	...	...	...	7,594	7,594	1,754	564	1,523	16,695	20,536	3,847	125	1,057	4,624	9,653	145	...	145	9,457	689	36,181	28,913	†75,240
Total ...	26,694	576	61,143	54,979	1,43,392	76,109	4,948	24,499	86,694	1,92,250	64,949	704	1,057	7,700	74,410	33,111	...	33,111	5,62,542	6,228	1,20,300	1,49,373	8,38,443

* Details of Rs. 60,053 not given.

† Details of Rs. 37,312 miscellaneous expenditure under "Direction and Inspection" not given.

A comparison with the figures of last year's report shows that the increase of about Rs. 10,000 in the expenditure on scholarships has been met to the extent of some Rs. 4,000 out of fees, and to the extent of nearly Rs. 6,000 out of endowments and other sources. Fees have provided the increase in college scholarships, and "endowments, &c." those in schools. Endowments, &c. have contributed less to buildings by nearly a lakh of rupees, notwithstanding that this source has provided close on a quarter of a lakh more for college buildings than in the preceding year: the great saving under this head is in buildings for secondary schools. The saving to public funds under the head of "miscellaneous" occurs in secondary schools, where it is accompanied by large savings under fees and endowments, &c.

The proportion of the total expenditure which falls on public funds (provincial and district), as well as that met by endowments and subscriptions, has risen since last year. The share met by Municipal funds and by fees is less, as shown by the annexed figures:—

	1897-98.	1896-97.
From public funds ...	... 59	57
„ Municipal funds ...	... 3	4
„ Fees	... 20	23
„ Endowments, &c. ...	... 18	16
Total	... 100	100

The distribution of the expenditure among the different classes of institutions is seen in the following table:—

Class of institution.	Expenditure from		Total.	Percentage of expenditure defrayed from		Percentage of expenditure from public funds on each class of institution.
	Public funds.	Other sources.		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs.			
Colleges	2,41,622	37,729	2,79,351	86	14	16·4
Secondary	2,92 431	2,38,890	5,31,321	55	45	19 8
Primary	5,39,786	64,072	6,03,858	89	11	36·5
Special	54,284	2,169	56,453	96	4	3·7
Aided.						
Colleges	55,110	1,37,281	1,92,391	29	71	3·7
Secondary	2,03,514	5,55,999	7,59,513	27	73	13.8
Primary	85,789	95,212	1,81,001	47	53	5·8
Special	5,100	2,492	7,592	67	33	·3
Total ...	14,77,636	11,33,844	26,11,480	57	43	100·0

Compared with the corresponding figures for last year, there is an increase of Rs. 11,509 in the cost of Government colleges; of Rs. 9,565 in aided colleges; of Rs. 12,853 in Government secondary schools; of Rs. 49,973 in aided secondary schools; of Rs. 19,642 in aided primary schools; while there is a decrease of Rs. 3,911 in Government primary schools. These are large changes for one year's record. The proportion of the expenditure defrayed from public funds remains the same as last year.

5. *Fees.*—The decrease in the income from fees is to be traced mainly to primary schools, where there has been a falling off amounting to over Rs. 6,000, and to the smaller numbers appearing at the University examinations, which account for Rs. 2,528. In colleges and Anglo-Vernacular schools there has been a marked increase in the tuition fees, as will appear in subsequent chapters. About one-fifth of the educational expenditure of the province is defrayed by the fees.

6. *Scholarships.*—The expenditure on scholarships has been declining for several years until the present, when there is a considerable increase to report, which brings the expenditure back to what it was in 1891-92. The additional scholarships are given in aided schools and colleges to counterbalance the higher fees now levied; it would be satisfactory to know that they were reserved for boys of superior ability, but this is doubtful.

7. *Results of examinations.*—The following table gives the examination results for the last two years and up to the Bachelor's degree examinations. There has been a general decline in the number of candidates. In the Vernacular Middle the number of successful candidates is the greatest recorded since 1889; in the Entrance and School Final combined it is the lowest on record; in the English Middle it is the lowest since 1891.

		1897-98.	1896-97.
B. A.	Candidates ...	270	265
	Passed ...	120	131
B. Sc.	Candidates ...	4	8
	Passed ...	3	7
Intermediate Examination	Candidates ...	499	564
	Passed ...	154	236
Entrance Examination...	Candidates ...	1,443	1,579
	Passed ...	410	647
School Final ...	Candidates ...	229	242
	Passed ...	117	144
English Middle ...	Candidates ...	2,905	3,094
	Passed ...	860	894
Vernacular Middle ...	Candidates ...	3,105	3,333
	Passed ...	1,936	1,485
Upper Primary ...	Candidates ...	12,731	12,520
	Passed ...	6,503	7,932
Lower Primary ...	Candidates ...	22,604	24,356
	Passed ...	16,110	18,027

8. Increased attention has been paid to physical education during the year, and in some divisions there has been marked progress. More schools have taken part in the inter-school tournaments for Anglo-Vernacular schools.

9. There has been a slight improvement in boarding-house accommodation, buildings having been erected in connexion with one or two new Anglo-Vernacular schools, and also with a vernacular middle school; and some buildings having been enlarged and improved. There is likewise a movement to supply the great want of a boarding-house that is felt at Almora. Otherwise matters remain much as they were last year, and leave a great deal of room for improvement.

10. The conduct of scholars has been on the whole fairly satisfactory. There have of course been instances of the ordinary failings of Indian school-boys, attempts at deception in which they are backed up by their parents, and anonymous letter-writing; and there have been a few cases of insubordination which have called for severe punishment.

11. *General progress.*—More attention has been paid during the year to the careful preparation of lessons by teachers in Anglo-Vernacular schools. A certain number of trained teachers have also been available for employment in these schools. The revised curriculum has come into force. These all tend to improvement, and will produce their effect before long. In many schools the Inspectors are already able to report a marked improvemnent in the teaching and general order.

Vernacular education is feeling to a small extent the influence of the teachers trained in the re-organized Normal schools, though the number turned out is far too few for the needs of the schools.

The new Aided Primary schools are going on much as they were last year; but the best of them have made a considerable advance, *viz.* the minority in which there is a competent teacher.

12. Under the impetus of the new scheme for aiding primary vernacular education, the District Boards have generally accomplished more than usual in providing for the establishment and carrying on of schools. For the most part money has been allotted to them for the purpose by Government. The pressure of the famine has been felt as a hindrance to educational progress, but the contributions of the District Boards towards education have not seriously suffered, except in the matter of school buildings and repairs. Altogether district funds have increased their expenditure on education by Rs. 2,998.

13. Municipalities have contributed Rs. 2,268 less towards education than in the preceding year. Their direct expenditure on colleges and schools has indeed increased by Rs. 1,654; but on the other hand there has been a saving of nearly Rs. 4,000 in indirect expenditure, owing to retrenchments in building and in miscellaneous items. Less than 3 per cent. of the educational expenditure is met from Municipal funds.

14. *Management of schools by District Boards.*—Where there is a Chairman who looks specially after educational matters, or an energetic Educational Secretary, the management of the schools under District Boards is at its best. But the Chairmen themselves frequently complain of the apathy displayed by the native members of the Boards. Sometimes too much is left in the hands of the head clerk of the Board, and the Deputy Inspector is put in the background; in such circumstances the management is likely to be at its worst. This has been the case at Bulandshahr, and much evil and corruption has been the result; but the matter has been brought to the notice of the present Chairman, and the evil is likely to be remedied. It has been proposed that the procedure introduced by Mr. LaTouche, when he was

Magistrate of Aligarh, should be introduced in every district, and all the work in connexion with vernacular schools be carried on by the Educational Secretary of the District Board directly through the Deputy Inspector, instead of through the head clerk. Mr. Dela Fosse remarks that generally speaking District Boards take little interest in their schools, except when the annual proposals for vernacular schools are brought before them. By the good offices of the Chairman these proposals are mostly agreed to, but in one or two districts reasonable and necessary changes are received with unexpected opposition. This is generally due to some member having constituted himself the patron and protector of a teacher whom the educational officers have recommended for punishment. By using his influence with other members he often succeeds in getting the proposal rejected. In this way much harm may be done, and these occasions seem to be those in which the Chairman would be justified in exercising his right of veto. As it is, the management of schools by District Boards cannot be accepted as wholly satisfactory.

15. *Management of Municipal schools.*—But, with some exceptions, the management of Municipal schools is far worse, and the condition of some of these schools is described by the Inspectors as discreditable to the Municipalities concerned. The Allahabad Municipality, among the larger ones, is one of those most at fault; and more than a year ago the Inspector submitted to the Chairman proposals for the improvement of its schools, without, however, yet succeeding in getting the Committee to take the matter up. There is also often friction on account of the jealousies between the members of the Committees, and the steadying influence of the European Magistrate is wanting. Undue zeal is shown for English education, for personal rather than public reasons, and in English schools the position of the teachers is precarious, being dependent on the whims of the local magnates. Where aid is given it is often erratic and does more harm than good. One District Board Chairman gives it as the result of his experience that the control of schools by Municipal Boards is ruinous to all efficiency in matters of education; and I believe he only voices the general conviction of all who have any knowledge of the facts.

These evils would be to a large extent removed if the Municipal schools were put on the same footing as District Board schools and made subject to the same rules. In several cases proposals to this effect have been readily adopted during the year; and there is therefore some fair prospect of more satisfactory work being done; but some of the worst municipalities resist any such change, and no improvement can be looked for in these cases without the intervention of Government. Seeing that Municipal Commissioners are, as a class, men of probably better education than members of District Boards, better results might be expected from them; but it is only too clear that when left to themselves they are unable to do all the good which they would, and they, together with their fellow-townsmen, suffer in consequence.

16. Much educational work, and some of it very valuable, is carried on by missionary bodies, European or American. Most if not all of these belong to the Missionary Educational Union,—a useful body, which might be even of more service than it is to the cause it has at heart, if it would sometimes wait to see the effect of a reform before deciding on its condemnation. The American Presbyterian Mission seems to be passing through a financial crisis, and its schools are suffering from reduced subscriptions. In Oudh the Methodist Episcopal Mission supports two Colleges in Lucknow, one for men and the other for women, a high school, six middle schools, of which four are Anglo-Vernacular, and a few primary schools. The Church Missionary Society and the Wesleyan Mission also have some schools.

Throughout Rohilkhand the Methodist Episcopal Church carries on a great deal of educational work, Anglo-vernacular and Vernacular; and female education is almost exclusively in its hands. In the Meerut Division the same Mission has many vernacular schools for boys and girls; and in addition extensive work is carried on by the Church Mission Society, the American Presbyterian Mission, and the Society for the Propagation of the Gospel. At Sardhana the Roman Catholics have large orphanages for boys and for girls.

17. Native societies have not made much headway during the year, but in Lucknow the Kurmis have lately opened a Lower Middle school at Hasanganj, chiefly for the benefit of their own class. The Bengali community has several flourishing schools. The Kayasth Pathshala at Allahabad owes its foundation to private munificence. But the most notable instance of native enterprise in education is the Muhammadan College and school at Aligarh. The Arya Samáj has schools at Bareilly, Saháranpur and Bulandshahr; and there is a Jain School at Khatauli in the Muzaffarnagar district.

SECTION B.—*Summary of progress in each Division.*

18. In accordance with instructions received from the Government of India, the tables in this section have been compiled to show the progress of education in each of the Revenue Divisions of the Province. The first two tables give the figures from which the percentages of male and of female scholars to the male and female population of school age are calculated, by Divisions; and also the percentage

of scholars of both sexes to the number of children of school age, for the years 1896-97 and 1897-98.

Education is most advanced, so far as numbers go, in Meerut, Rohilkhand and Kumaun; and in the first two of these Divisions further progress has been made during the last year. Next come Agra and Allahabad, in the former of which, however, there has been retrogression, more particularly in the number of male scholars; while in the latter the number of boys under instruction shows a satisfactory increase. Gorakhpur is the most backward Division, and its position has not improved during the year; Fyzabad ranks last but one, and has made a little progress. Lucknow and Benares are also behind the average for the Province.

Female education has made most headway in Rohilkhand, and has increased its lead there during the year. It is very backward in Fyzabad and Gorakhpur.

Statement showing percentage of children under instruction.

Division.	Population.			Scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Males.	Females.	Total.	Males.	Females.	Total.			
1896-97.									
Agra ...	2,584,236	2,183,523	4,767,759	41,371	2,065	43,436	10·7	·6	6·1
Lucknow ...	3,055,407	2,801,152	5,856,559	37,137	2,573	39,710	8·1	·6	4·5
Fyzabad ...	3,435,344	3,358,928	6,794,272	35,369	700	36,069	6·9	·1	3·5
Allahabad ...	2,966,973	2,790,148	5,757,121	41,373	1,516	42,889	9·3	·4	5·0
Benares ...	2,663,056	2,705,718	5,368,774	41,602	1,441	43,043	10·4	·4	5·3
Gorakhpur ...	3,272,232	3,236,294	6,508,526	29,329	901	30,230	6·0	·2	3·1
Rohilkhand ...	2,849,106	2,494,568	5,343,674	45,337	3,316	48,653	10·6	·9	6·1
Meerut ...	2,866,511	2,460,322	5,326,833	55,489	2,363	57,852	12·9	·6	7·2
Kumaun ...	610,736	570,831	1,181,567	10,504	586	11,090	11·5	·7	6·3
Total ...	24,303,601	22,601,484	46,905,085	337,511	15,461	352,972	9·3	·5	5·0
1897-98.									
Agra ...	2,584,236	2,183,523	4,767,759	39,848	1,940	41,788	10·3	·6	5·8
Lucknow ...	3,055,407	2,801,152	5,856,559	37,428	2,475	39,903	8·2	·6	4·5
Fyzabad ...	3,435,344	3,358,928	6,794,272	35,720	919	36,639	6·9	·2	3·6
Allahabad ...	2,966,973	2,790,148	5,757,121	45,602	1,525	47,127	10·2	·4	5·5
Benares ...	2,663,056	2,705,718	5,368,774	36,560	1,896	38,456	9·2	·5	4·8
Gorakhpur ...	3,272,232	3,236,294	6,508,526	28,592	936	29,528	5·8	·2	3·0
Rohilkhand ...	2,849,106	2,494,568	5,343,674	46,876	4,014	50,890	11·0	1·1	6·3
Meerut ...	2,866,511	2,460,322	5,326,833	59,149	2,465	61,614	13·8	·7	7·7
Kumaun ...	610,736	570,831	1,181,567	9,989	609	10,598	10·9	·7	6·0
Total ...	24,303,601	22,601,484	46,905,085	339,764	16,779	356,543	9·3	·5	5·1

The next two tables give the figures needed for a comparison of the proportion of boys in the secondary and primary stages of education to the male population of school age in the different Divisions. It appears that the progress that has been made during the year is in the number returned as under instruction in the secondary stage; but this is largely, if not entirely, accounted for by the adoption of a more correct classification in anglo-vernacular schools during the year under report. The final statement deals with the percentage in the case of girls under instruction

in public institutions. The position of Lucknow is here relatively better than in the first two tables of this section.

Statement showing percentage of boys in the secondary stage of instruction.

Division.	1896-97.		1897-98.	
	Boys in high and middle stages.	Percentage of column (1) to the male population of school-going age.	Boys in high and middle stages.	Percentage of column (3) to the male population of school-going age.
	1	2	3	4
Agra	1,980	·51	2,565	·66
Lucknow	1,542	·34	2,265	·49
Fyzabad	963	·19	1,355	·26
Allahabad	2,164	·49	2,847	·64
Benares	1,738	·44	2,332	·58
Gorakhpur	988	·20	1,216	·25
Rohilkhand	2,107	·49	2,655	·62
Meerut	2,623	·61	3,301	·77
Kumaun	461	·50	599	·65
Total ...	14,566	·40	19,135	·52

Statement showing percentage of boys in the primary stage.

Division.	1896-97.		1897-98.	
	Boys in upper and lower primary stages.	Percentage of column (1) to the male population of school-going age.	Boys in upper and lower primary stages.	Percentage of column (3) to the male population of school-going age.
	1	2	3	4
Agra	28,658	7·39	27,148	7.0
Lucknow	29,695	6·48	29,412	6·42
Fyzabad	29,729	5·77	29,581	5·74
Allahabad	31,696	7·12	30,507	6·85
Benares	33,378	8·36	28,677	7·18
Gorakhpur	23,736	4·84	23,886	4·87
Rohilkhand	29,366	6·87	28,552	6·68
Meerut	32,999	7·67	33,110	7·70
Kumaun	9,660	10·54	8,713	9·51
Total ...	248,917	6·83	2,39,586	6·57

Statement showing percentage of girls under instruction in public institutions.

Division.	1896-97.		1897-98.	
	1	2	3	4
	Total female scholars in public institutions.	Percentage of column (1) to the female population of school-going age.	Total female scholars in public institutions.	Percentage of column (3) to the female population of school-going age.
Agra	1,696	·52	1,500	·46
Lucknow	2,141	·51	2,116	·50
Fyzabad	411	·08	633	·13
Allahabad	1,120	·27	1,204	·29
Benares	1,435	·35	1,798	·44
Gorakhpur	621	·13	779	·16
Rohilkhand	2,754	·74	3,070	·82
Meerut	1,382	·37	1,830	·50
Kumaun	554	·65	600	·70
Total ...	12,114	·36	13,530	·40

CHAPTER III.—CONTROLLING AND INSTRUCTING AGENCIES.

19. At the beginning of the year under report Mr. W. H. Wright, B.A., Principal of the Queen's College, Benares, retired from Government service. On his retirement Mr. W. N. Boutflower, B.A., was promoted to 1st grade. Mr. W. K. Johnson, B.A., and Mr. C. M. Mulvany, M.A., B. Litt., were appointed Professors of English Literature and Philosophy, respectively, in the Queen's College, Benares.

In the inspection staff the following changes took place during the year:—

Munshi Ambica Prasad, Assistant Inspector of Schools, Fyzabad Division, retired from Government Service, and Pandit Ikbal Krishna, M.A., was appointed Assistant Inspector in his place. Pandit Lakshmi Shankar Misra, M.A., Assistant Inspector of Schools, was on leave from 10th August 1897 to 11th February 1898. During this period Bábu Gyanendra Nath Chakravarti, M.A., LL.B., officiated as Assistant Inspector of Schools, Benares Division.

20. The number of days spent on tour in each district by the Circle and Assistant Inspectors of Schools is shown below:—

Inspector, First Circle.—Hamírpur 5 days, Bánda 6 days, Lalitpur 7 days, Orai 16 days, Jhánsi 12 days, Agra 14 days, Muttra 11 days, Etah 16 days, Etáwah 12 days, Mainpuri 15 days, Farukhabad 13 days: total 127 days.

Inspector, Second Circle.—Lucknow 33 days, Bara Banki 10 days, Unao 11 days, Sitapur 16 days, Hardoi 16 days, Kheri 6 days, Fyzabad 13 days, Gonda 21 days, Bahraich 11 days, Rae Bareli 8 days, Sultánpur 8 days, and Partábgarh 14 days: total 167 days.

Inspector, Third Circle.—Cawnpore 14 days, Fatehpur 17 days, Allahabad 22 days, Jaunpur 16 days, Mirzapur 14 days, Gorakhpur 6 days, Basti 5 days, Azamgarh 7 days, Benares 13 days, Gházipur 9 days, Ballia 6 days: total 129 days.

Inspector, Fourth Circle.—Bijnor 6 days, Moradabad 9 days, Budaun 9 days, Bareilly 12 days, Sháhjahánpur 6 days, Pilibhít 6 days, Dehra Dún 6 days, Saháranpur 17 days, Muzaffarnagar 7 days, Meerut 14 days, Bulandshahr 6 days, Aligarh 9 days: total 107 days.

Inspector, Fifth Circle.—Almora 9 days, Naini Tal 5 days, Garhwál 11 days, European Schools 93 days: total 118 days.

Assistant Inspector, Agra Division.—Agra 24 days, Etáh 19 days, Mainpuri 26 days, Muttra 33 days, Farukhabad 39 days, Etáwah 29 days: total 170 days.

Assistant Inspector, Bundelkhand Division.—Orai 29 days, Bánda (including Karwi) 48 days, Jhánsi (including Lalitpur) 46 days, Hamírpur 29 days: total 152 days.

Assistant Inspector, Lucknow Division.—Lucknow 27 days, Unao 27 days, Rae Bareli 24 days, Sítapur 23 days, Hardoi 29 days, and Kheri 16 days: total 146 days.

Assistant Inspector, Fyzabad Division.—Fyzabad 28 days, Gonda 33 days, Bahraich 13 days, Bara Banki 39 days, Sultánpur 20 days, and Partábgarh 23 days: total 156 days.

Assistant Inspector, Allahabad Division.—Cawnpore 46 days, Fatehpur 30 days, Allahabad 37 days, Jaunpur 41 days, Mirzapur 26 days: total 180 days.

Assistant Inspector, Benares Division.—Azamgarh 23 days, Basti 15 days, Ballia 17 days, Benares 17 days, Gházipur 33 days, Gorakhpur 19 days: total 124 days.

Assistant Inspector, Rohilkhand Division.—Bijnor 22 days, Moradabad 33 days, Budaun 29 days, Bareilly 63 days, Pilibhít 22 days, Sháhjahánpur 45 days: total 214 days.

Assistant Inspector, Meerut Division.—Dehra Dún 9 days, Saháranpur 25 days, Muzaffarnagar 19 days, Meerut 29 days, Bulandshahr 35 days, Aligarh 36 days: total 153 days.

21. Proposals for an increase in the district inspecting staff were submitted to Government, but sanction was not accorded owing partly to financial difficulties. Some of the District Boards still complain of the insufficiency of the district inspecting staff, and there can be no doubt that some addition is needed before the orders of Government with regard to the inspection of aided schools can be carried out. Many aided schools have now to be left altogether uninspected.

CHAPTER IV.—UNIVERSITY OR COLLEGIATE EDUCATION.

Class of College.	Name of College.	Average enrolment, 1897-98.	Average enrolment, 1896-97.	Expenditure met from				Percentage of expenditure met from fees.	Cost per scholar.
				Public funds.	Fees.	Other sources.	Total.		
				Rs.	Rs.	Rs.	Rs.		Rs.
State.	Muir Central, Allahabad ...	198	195	67,214	16,989	...	84,203	20	425
State.	Queen's, Benares	160	157	30,675	11,268	869	42,812	26	268
State.	College Department, Fyzabad ...	15	31	4,256	1,129	...	5,385	21	359
Aided.	Agra	174	194	8,250	12,050	14,763	35,063	34	202
Aided.	Canning, Lucknow ...	228	258	24,065	9,658	28,192	61,915	16	272
Aided.	Muhammadan Anglo-Oriental, Aligarh.	141	114	9,600	9,463	17,456	36,519	26	259
Aided.	Bareilly	96	123	8,700	6,308	1,897	16,905	38	176
Aided.	Meerut	77	63	6,570	5,469	2,316	14,355	38	186
Aided.	Christ Church, Cawnpore ...	56	36	1,200	3,779	13,303	18,282	21	326
Unaided Colleges or Departments.	St. John's, Agra	105	97	...	2,565	14,859	17,424	15	166
Unaided Colleges or Departments.	St. Peter's, Agra ...	7	8	...	528	345	873	60	125
Unaided Colleges or Departments.	Christian, Lucknow... ...	40	21	...	823	13,131	13,954	6	349
Unaided Colleges or Departments.	Woman's, Lucknow... ...	13	13	...	423	3,480	3,903	11	300
Unaided Colleges or Departments.	Ramsay, Almora	6	7	...	162	783	945	17	158
Unaided Colleges or Departments.	Kayasth Pathshala, Allahabad,	90	73	...	2,368	4,695	7,063	34	78
Unaided Colleges or Departments.	St. George's, Mussoorie ...	2	12	...	30	...	30	100	15
	Total ...	1,408	1,402	1,60,530	83,012	1,16,089	3,59,631	23	255
	Total for previous year ...	...	...	1,56,927*	72,081	1,14,313	3,43,321	21	245

* As given in last year's report.

22. The foregoing tabular statement gives the average enrolment for the year under report and the preceding year in all the Arts Colleges in the North-Western Provinces and Oudh, and also particulars of the expenditure from various sources and the cost per scholar in each institution. The average enrolment shows an increase of six only; but if St. George's, Mussoorie, which is a European institution, is excluded, it will be seen that the enrolment in the remaining, which are attended by Indian students, has gained 16. Except in the case of the College department at Fyzabad, the drift of students from State Colleges to cheaper institutions seems to have stopped. The two largest Aided Colleges have fallen off considerably in numbers, but Unaided Colleges in the same cities have gained.

23. The expenditure from public funds has apparently increased by Rs. 3,603; the fee income available for the maintenance of these institutions shows the enormous growth of Rs. 10,931; other sources have contributed Rs. 1,776 more than last year; and the total increase of expenditure is shown at Rs. 16,310.

But the figures for the Muir Central College in previous years erroneously excluded contingent charges, and the cost of the boarding house and college workshop, which amounted last year to Rs. 16,586. With the corrected returns for last year, the expenditure from public funds has decreased by Rs. 8,107, the income from fees has increased by Rs. 6,055, and there has been a decrease of Rs. 276 in the total expenditure.

In the Muir College, the corrected increase in the expenditure from public funds is Rs. 4,025, and in total expenditure Rs. 1,321, due to increments in salaries and the Science grant.

In Queen's College there was a reduction of Rs. 8,041, due to the savings effected by the retirement of the late Principal, Mr. W. H. Wright, at the beginning of the session. The share of the cost of the maintenance of the college that fell to public funds was reduced to the extent of Rs. 10,352, and the increment to the fee income amounted to Rs. 2,395. In Agra College, the Canning College and Meerut the higher income drawn from fees has served as a relief to "other sources."

The expenditure on establishment and contingencies of colleges, exclusive of scholarships and of Law and Oriental departments, is given for two years in the annexed table, after correction of last year's figures as explained above. Municipal and local funds contribute but little to University education and of the Rs. 8,107 saved in the expenditure from public funds, the saving to Provincial Revenues is Rs. 3,9 6. The saving under Local Funds is accounted for by the fact that this year there were no arrears to be paid for the Principal's salary at Fyzabad. Municipal Funds show a reduction of some Rs. 1,200 owing to the transfer of the Aligarh Municipal grant of this amount from the College to the School Department of Muhammadan Anglo-Oriental College.*

* This is the explanation given by the Principal since the report was written; but subsequents inquiry shows that the grant has *not* been accounted for in the returns for the school.

Expenditure on establishment and contingencies (Scholarships excluded).

From—	1897-98.	1896-97.
	Rs.	Rs.
Provincial Revenues	1,54,604	1,58,530
Local Funds	1,506	4,480
Municipal Funds	4,420	5,627
Fees	83,012	76,957
Other sources	1,16,089	1,14,313
Total ...	3,59,631	3,59,907

24. *M. A. and D. Sc. Examinations.*

College.	Number of candidates.	Number passed.	Subjects of examination.															
			English.		Persian.		Sanskrit.		Mathematics.		Chemistry.		Physics.		History.		Philosophy.	
			Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir. College ...	9	6	5	3	1	1	...	...	2	1	...	...	1	1	...	...	...	...
Queen's ditto ...	4	3	...	...	...	...	2	2	...	...	1	...	...	..	...	...	1	1
Agra ditto ...	8	4	5	2	...	...	1	1	1	...	...	...	...	...	1	1	...	...
St. John's ditto	2	1	...	...	...	...	...	...	2	1	...	...	..	...	...	...	...	...
Muhammadan Anglo-Oriental,	4	2	2	...	1	1	...	...	1	1	...	...	...	...	...	...	...	...
Canning College ...	4	3	3	2	...	...	...	...	...	...	...	...	1	1	...	...	...	...
Private candidates ...	5	3	2	2	2	1	...	...	1	...	...	...	...	...	...	...	...	...
Total for 1897-98 ...	36	22	17	9	4	3	3	3	7	3	1	...	2	2	1	1	1	1
Ditto 1896-97 ...	27	17	16	10	1	1	1	...	3	2	1	1	4	2	1	1	...	...

There were 34 M. A. candidates at the examination held in March 1898, of whom 21 passed; and two candidates at the D. Sc. examinations of whom one passed. Thus, there were in all 36 candidates for these examinations, of whom 22 passed. This is an advance on last year. It deserves to be noted that this year for the first time since the establishment of the degree, a candidate presented himself for and passed in the third examination for the degree of D. Sc. having taken up Mathematics as his subject. It is satisfactory to find that three candidates appeared in Sanskrit, and that they all passed. The numbers studying Physics and Chemistry at this stage still remain very small.

25. *B. A. and B. Sc. Examinations.*

Name of College.	1898.											1897.	
	Candidates.				Passed in A. Course in Divisions		Passed in B. Course in Divisions		Passed B. Sc in Divisions		Total passed.	Candidates.	Passed.
	B. A.		B. Sc.	Total.	I.	II and III.	I.	II and III.	I.	II and III.			
	A. Course.	B. Course.											
Muir, Allahabad ...	29	17	1	47	...	16	3	5	1	...	25	60	36
Queen's, Benares ...	14	11	...	25	...	7	...	1	...	...	8	34	22
Agra	44	10	...	54	1	24	...	3	...	...	28	38	17
St. John's, Agra ...	14	4	...	18	...	4	...	...	...	...	4	18	8
M.-A. O., Aligarh ...	36	...	...	36	1	19	...	...	...	...	20	30	10
Bareilly	11	...	...	11	...	3	...	...	...	...	3	22	11
Canning, Lucknow ...	40	6	3	49	1	16	...	3	...	2	22	57	32
Christian, do. ...	6	...	...	6	...	1	...	...	...	...	1	1	...
Woman's, do. ...	...	...	...	...	...	...	...	...	...	...	...	2	1
Meerut ...	9	3	...	12	1	3	...	...	...	...	4	7	1
Christ Church, Cawnpore	9	...	...	9	...	7	...	...	...	...	7	...	...
Total ...	212	51	4	267	4	100	3	12	1	2	122	269	138

The number of candidates at the B. A. and B. Sc. examinations is two less than last year; the number graduating is less by 16. In the B. A. examination the B. course has become more popular, but only four candidates chose the B. Sc. course. The greatest numbers appeared from the Agra, Canning, Muir and Aligarh Colleges, and these colleges likewise obtained the greatest percentage of success, with the exception of Christ Church, Cawnpore, which passed seven out of nine candidates. Muir College obtains the distinction of four first divisions: Agra, Aligarh, Canning and Meerut Colleges each passed one student in the 1st Division.

The following table gives in the usual form the number of failures in the various subjects at the B. A. and B. Sc. examinations. The failures in English, in Mathematics and in the aggregate are many more than last year, those in Philosophy fewer.

Some special interest attaches to the results in Mathematics since the University has been charged with prescribing too easy a course in this subject. The course is, however, admitted to be in advance of the Calcutta course, and that the examination is not too easy for students in these Provinces, may perhaps be inferred from the fact that out of the 61 candidates from the provincial colleges who took the subject at the B. A. examination, no less than 33 of them failed, including nine out of 18 from Muir College, six out of 13 from the Agra College, nine out of 11 from Queen's College, Benares, three out of nine from Canning College, and all four who appeared from St. John's College, Agra.

College.	Number of Failures in—						
	English.	Philosophy.	Classical Language, History or Mathematics.	Mathematics.	Physics.	Chemistry.	Aggregate.
Muir, Allahabad	20	7	1	9	3	3	14
Queen's, Benares	11	1	2	9	...	4	9
Agra	21	11	2	6	...	1	19
St. John's, Agra	14	4	...	4	...	1	12
Muhammadan-Anglo Oriental, Aligarh ...	15	7	1	...	...	...	8
Bareilly	8	5	1	...	...	...	6
Canning, Lucknow	24	14	2	3	2	...	25
Christian, do.	5	3	2	...	...	...	3
Meerut	6	4	...	2	...	3	6
Christ Church, Cawnpore	1	...	...	...	...	...	...
Total ...	125	56	11	33	5	12	102

26. *Intermediate Examination.*

College.	1898.										1897.	
	Candidates.			Passed in A Course in Divisions			Passed in B. Course in Divisions			Total.	Candidates.	Passed.
	Course.		Total.									
	A.	B.		I.	II.	III.	I.	II.	III.			
Muir, Allahabad	32	24	56	...	...	6	...	1	5	12	56	26
Queen's, Benares	28	26	54	...	1	6	...	5	5	17	50	30
Fyzabad	5	3	8	...	1	1	...	...	...	2	19	12
Agra	39	13	52	...	1	11	2	2	4	20	59	18
St. John's, Agra	13	14	27	...	...	...	...	1	7	8	40	13
St. Peter's, do.	6	1	7	...	...	2	...	...	1	3	8	2
Muhammadan Anglo-Oriental, Aligarh.	44	...	44	...	3	10	...	...	...	13	70	20
Bareilly	33	14	47	...	1	8	...	1	7	17	52	24
Christ Church, Cawnpore ...	13	9	22	...	1	5	...	1	4	11	9	8
Canning, Lucknow ...	43	28	71	...	...	10	1	4	7	22	78	27
Christian, do. ...	15	9	24	...	...	1	...	...	1	2	8	2
Woman's, do. ...	1	5	6	...	...	1	1	1	1	4	4	3
Meerut	13	8	21	...	1	6	...	...	5	12	34	23
Ramsay, Almora	2	2	4	...	...	...	...	...	1	1	4	2
Philander Smith, Mussoorie ...	1	...	1	...	...	1	...	...	...	1	2	2
Girls' High School, Allahabad...	1	...	1	...	1	...	...	...	...	1	2	1
Kayasth Pathshala, Allahabad...	19	25	44	...	...	4	...	...	4	8	51	15
Total ...	308	181	489	...	10	72	4	16	52	154	546	228

The number of candidates at the Intermediate examination from colleges in the United Provinces shows a considerable falling off, but the number of passes has declined even more. In numbers the Canning College easily leads the way, followed after a wide interval by Muir College, Queen's, Agra, Bareilly, Aligarh, and the Kayasth Pathshala. The Aligarh College does not prepare candidates for the B Course, or the Science side. On the A Course 26·6 per cent. succeeded in passing; in the B Course 39·8. Omitting small colleges represented by less than ten candidates, it will be seen that Meerut and Christ Church, Cawnpore, have been the most successful in the A Course, and in the combined results. They also do well in the B Course, in which the Agra College, St. John's College, Agra, and Bareilly College likewise achieve very creditable results. The Christian College, Lucknow, and the Kayasth Pathshala have come off very poorly. The failure of St. John's College, Agra, in the A Course was complete.

It should be mentioned that the figures for St. George's for 1897, given in last year's report, were wrongly so entered; they ought to have been given against St. John's in the A Course column.

From the next tabular statement, which gives the number of failures in each subject, it appears that the results are worse than they were last year in five out of the seven columns. The list will enable the colleges to discover where their weakness chiefly lies, in comparison with other colleges. The large number failing in the aggregate shows the general inferiority of the candidates this year; the fact that so exceptionally few obtained a 1st or 2nd Division corroborates this conclusion.

College.	Number of failures in						
	English.	Arithmetic, Algebra and Geometry.	Deductive Logic.	Classical Language.	History or Trigonometry and Conic sections.	Physics and Chemistry.	Aggregate.
Muir, Allahabad	26	24	24	5	15	10	39
Queen's, Benares	25	25	19	6	15	7	34
Fyzabad	3	1	1	2	2	...	6
Agra	22	19	19	11	8	...	28
St. John's, Agra	16	7	11	2	4	1	18
St. Peter's, Do.	2	...	1	1	1	...	4
Muhammadan Anglo-Oriental, Aligarh...	24	14	17	7	5	...	26
Bareilly	21	14	22	5	6	1	28
Christ Church, Cawnpore ...	5	7	5	3	1	3	10
Canning, Lucknow	42	21	24	8	19	3	45
Christian, Ditto	17	9	7	2	13	2	18
Woman's, Ditto	...	1	...	...	...	1	2
Meerut, ...	7	5	2	1	4	1	8
Ramsay, Almora	3	1	...	...	1	1	3
Kayasth Pathshala, Allahabad ...	26	19	25	5	12	11	33
Total ...	239	167	177	58	106	41	302
Total for 1897 ...	215	75	108	19	138	45	273

GOVERNMENT COLLEGES.

27. *Muir Central College.*—I quote the following from the report of Dr. Thibaut, the Principal:—

"Several important additions have been made to the Physical Science apparatus; a dividing engine may be specially mentioned. A Mansfield's oil gas apparatus, for the use of the Chemical Laboratory, supplied by Messrs. Orr and Sons, Madras, is at present being set up.

Mr. Murray has furnished a list of apparatus made in the workshop during the year. He estimates that the total cost of the apparatus, if supplied from England, would have been about Rs. 1,300; while the workshop expenses amounted to Rs. 950 only (workman's pay Rs. 420; other labour Rs. 480; material Rs. 50). The workshop undoubtedly is a great convenience to the Science Department of the College; it saves money on larger apparatus, supplies small articles at a nominal cost, and repairs broken instruments which otherwise would have to be thrown aside as useless.

That the existing boarding-houses are by no means what the boarding-houses of an important college should be, the Principal has had occasion to remark in many previous reports. It is greatly to be regretted that the Muir Central College has allowed itself to be completely out-distanced in this respect by several other colleges of these Provinces. What is required is a good building, fully adapted in its structural details to the requirements of students, and placed in charge of a competent resident Superintendent.

The Muhammadan Boarding-House is well adapted to its purpose, it is, however, not yet completed, and moreover it is planned on too small a scale. The Committee have not yet, I regret to say, seen their way to the appointment of a qualified superintendent residing on the premises.

On a visit he paid to the college in February last, His Highness the Mahárája of Tipperah was good enough to supplement the funds of the Library by the liberal donation of Rs. 500.

The most important question connected with the general progress of the Muir Central College is to what extent the institution fulfils the function of the leading Science College of these Provinces. Three European Professors of high attainments have been appointed to teach the higher branches of Mathematics, Physical Science and Chemistry, and comparatively large sums have been spent on instrumental apparatus and Laboratory requirements. Considering these facts it is to be regretted that no particular predilection for the study of Mathematics and Science has so far manifested itself among our students. At present (omitting of course the consideration of students who may join the classes at the beginning of next session), there is in our college one student reading for the D. Sc. examination in Mathematics; one for the M. A. in Physics; one for the M. A. in Chemistry. On the other hand, the last 5th year class contained above 12 students reading for the M. A. Degree in English Literature. The last third year class (*i.e.* the 4th year class of the coming session) comprised 20 students on the literary side against 13 on the science side, and none of them are preparing for the B. Sc. examination. And of the 45 students constituting the last first year class, only 15 have taken up the B side. These figures render it evident that, unless there should take place an unexpected influx of Science students from other quarters, our Professors of Science will, for years to come, have only very limited opportunities for applying their high attainments to the effectual promotion of education and learning in these Provinces. It appears to me a point worthy of consideration whether some steps could not be taken to concentrate, to some extent, the teaching of the higher branches of Science and Mathematics in these Provinces in the Muir Central College. The manifest tendency of students at present is to join the local college situated most conveniently for them and enabling them to obtain a B. A. Degree with as little expense and trouble as possible. Many students, who in former years would have come to the Muir Central College and, if once there, would not improbably have been attracted towards the study of Science now join their "local" college and there take up the course, for the teaching of which the best arrangements are made, *i.e.* as a rule the A Course. If our Professors of Science should at any time have to rely, for a supply of students, on the schools of Allahabad only, the outlook would be discouraging indeed.

The desirability of this college not being left without an adequate supply of capable students of Science, at any rate, may be emphasized from another point of view also, *viz.* on the ground that the interests of the literary side of the college have to some extent been sacrificed to the cause of the so-called exact branches of knowledge. This makes itself most pressingly felt in the Intermediate classes, where the work is decidedly becoming too heavy for the Assistant Professor of English. As some strengthening of the teaching in our Intermediate classes appears indispensable; and as there is no likelihood of any additional outlay being sanctioned, I shall see myself obliged to withdraw to some extent from the M. A. teaching, so as to be able to devote part of my time to the Intermediate classes. I regret to have to curtail my M. A. work, especially as the English M. A. classes had been expanding during the last years in a promising way, but I see no other way out of the difficulty. I also intend to discontinue the teaching of Philosophy in the B. A. classes, and to make the students of that stage take up Political Economy and Science instead.

The experience of the last years, especially in the Intermediate classes, shows that the interests of the college will be best served, on the literary side, by some retrenchment and concentration of work."

28. *Queen's College, Benares.*—On the retirement of Mr. W. H. Wright, Mr. A. Venis has succeeded to the Principalship of this College, retaining at the same time the Principalship of the Sanskrit College, for which he is exceptionally qualified.

The staff has been strengthened during the year by the appointment of Mr. W. Knox Johnson to the Professorship of English Literature, and of Mr. C. M. Mulvany to the Professorship of Philosophy, by the Secretary of State for India. Mr. Knox Johnson is a member of Merton College, Oxford, and he won a First Class in the Honour School of Modern History. Mr. Mulvany is a Fellow of Magdalen College, and a Craven Scholar of the University of Oxford.

The Principal states that measures have been adopted to improve the English composition of all classes. Rupees 3,000 were sanctioned by Government for the purchase of chemical and physical apparatus during the year. Owing to Science classes being maintained both here and at the Muir College, Government has to be at the expense of supplying costly apparatus in duplicate, although the classes in the two institutions are but small.

AIDED COLLEGES.

29. *Canning College, Lucknow.*—The Principal accounts for the diminished numbers by the fact that many students who had passed the Entrance or Intermediate, and who would in the ordinary course of things have joined the College classes, sought and obtained clerical employment in connexion with Famine Relief Works, and when this employment was at an end it was too late for them to be enrolled.

Dealing with the examination results, the Principal observes that there is a remarkable coincidence between the University results and those of the periodical examinations of the College. From the latter it was possible to make an almost accurate forecast of what the former would be. This tends to acquit the University examinations of the capriciousness with which they are often charged by those who fail to reach their standard.

The Principal also writes :—

"The third year class was the first to enter upon a new course of study for the B. A. degree, one in which material changes had been made in the grouping of the different subjects. The following is the new course :—

Group I.—English.

Group II.—Philosophy, Political Economy with Political Science, Mathematics, Physics.

Group III.—History, a Classical Language, Chemistry.

Every candidate must take up (*a*) Group I ; (*b*) a subject in Group II ; and (*c*) a third subject, which may be chosen from either Group II or Group III. I gave the students perfect freedom of choice. From one point of view it would have been better for them to have had the advice of wiser heads than their own ; but to have offered this would have had the appearance of each Professor touting for pupils, and the pupils would never have studied with a will any subject unwillingly adopted. The principle of choice seems for the most part to have been the choice of the path of least resistance. The results of past years were carefully scanned and those subjects selected which showed fewest failures, and were therefore presumed to be the easiest. Our third year class distributed themselves as follows :—

Political Science and Philosophy	...	12
Persian and Political Science	...	5
Persian and Philosophy	...	6
Sanskrit and Political Science	...	1
Arabic and Political Science	...	1
Mathematics and Chemistry	...	3
Mathematics and Physics	...	1

The numbers electing the various subjects are therefore as follows: —

Political Science 19, Philosophy 18, Persian 11, Mathematics 4, Chemistry 3, Physics 1, Sanskrit 1, Arabic 1. These figures do not support the contention that the Mathematical course is particularly easy. It is further open to question whether the majority of students are fitted to devote themselves to the study of subjects like Political Science and Philosophy, with much advantage to themselves, apart from that of getting through an examination, or to the State. Mathematics, Science and the Classical Languages would probably be of greater use educationally. The third favourite is Persian, which so far has never been anything but a purely nominal subject of examination, though steps have been taken to make it something more of a test in future."

It should be noticed that there seems to be a practical evasion of the orders of Government regarding fee-rates in this College. The fees collected are at a lower average rate than in any other aided college, being only Rs. 42 per scholar ; whereas the lowest in other such colleges is Rs. 66 per scholar.

30. *Agra College.*—Mr. Thomson, the Principal, points out that the famine and the subsequent outbreak of fever kept down the number of students, but this does not wholly account for the small numbers. He writes :—

"It will be observed that there has been a considerable falling off in numbers, especially in the third year and in the first year classes, from which it is evident that the chief reason of the reduction is the increased strictness of the University examinations. If few pass the Entrance examination we must have a small 1st year class, and if few pass the Intermediate examination the third year class will be similarly reduced. But I do not think the examinations are too severe. I have myself been teaching the 3rd year class regularly during the year, and I have found them dull and careless. The University could not with credit to itself or advantage to the students have passed more. Even if the examinations were somewhat severe the effect would only be temporary : both teachers and students would soon learn to meet the stricter tests."

With regard to fees, the Principal writes as follows :—

"Our fee-rate has now reached the maximum prescribed by Government. The amount collected during the year under review was : College Rs. 12,050-4-0, and

school Rs. 5,983-12-6, or a total of Rs. 18,034-0-6. In 1882-83, the first year that the College was under the Board of Trustees, the fees amounted to Rs. 4,408-4-6. It is therefore evident that the policy of making those who actually receive education pay a good part of the cost has been steadily kept in view. But as our fees are not quite 30 per cent. of our expenditure it cannot be said that our students pay an exorbitant price for what they receive."

31. *Muhammadan Anglo-Oriental College, Aligarh.*—This College has experienced a serious loss in the death of its founder, Sir Syad Ahmad Khan, Bahádur, K.C.S.I., LL.D., which took place on March 27th of this year. The event has placed the College in some difficulty, which it is hoped will be only temporary. A memorial fund has been opened, and considerable sums have been promised, which should go far to give stability to the financial position of the College.

In his annual report the Principal, Mr. Theodore Beck, expresses the opinion that the severity of the University examinations has a greater effect than the rise of fees in diminishing numbers. He advocates stiff examinations of a specialized character for honours men and easy ones for pass men.

32. *Bareilly College.*—The Principal does not think that there is any hardship in raising the fees, which he says might be raised even higher, and must be higher if fees are to be charged for only ten months of the year, as some aided colleges propose to do, and are apparently well enough off to do. A similar concession would mean a loss of Rs. 1,200 a year, which the Bareilly College cannot well incur, if its work is to be carried on efficiently. As it is, the institution is hampered by want of funds.

33. *Meerut College.*—This is one of the colleges which return a larger average enrolment than last year. From the increase in both the B. A. and Intermediate classes the Principal infers that the enhancement of the tuition fees has not checked the desire for higher education in this part of the North-Western Provinces. The Intermediate results in this college were very creditable, 12 out of 21 candidates succeeding in passing.

34. *Christ Church, Cawnpore.*—This is also one of the growing colleges, and one of the most successful, both in the Degree examinations and at the Intermediate. As regards fees the standard prescribed by Government has now been reached in the Intermediate classes. It is interesting to find that a former student of the college has founded a medal to be given to the student who most distinguishes himself in Mathematics in the B. A. examination. The Principal, the Reverend G. H. Westcott, reports :—

"There are 12 or 13 students resident in the non-Christian hostel, and three in the Christian hostel. In both hostels there is a resident tutor, Mr. Crosthwaite in the case of the former, and Mr. Blair in the case of the latter. The help thus given has been much appreciated alike by the students and their parents. The number of students whose real home is not in Cawnpore is surprisingly large."

Unaided Colleges.

35. *Kayasth Pathshala.*—This is an unaided college, in Allahabad, preparing students only as far as the Intermediate examination. Of 44 sent up only eight passed. The Principal attributes the poor result to the nature of the questions set in Mathematics, Logic and English. He says: "There should be some uniformity in the nature of the questions asked in different years. The same book may be taught in different ways, and it is the nature of the University questions which determines the course of the Professors' lectures," a remark which throws some light upon the method adopted by the staff of this college in the treatment of their subjects. The Committee of Management has resolved to make special arrangements for moral instruction from the beginning of the current academical year. The college has increased in numbers, but otherwise there has been no progress.

ORIENTAL COLLEGE AND DEPARTMENTS.

36. The expenditure on teaching staff and contingencies in connexion with higher oriental studies is given for the last two years in the following table :—

From—	1897-98.	1896-97.
	Rs.	Rs.
Provincial Revenues	15,502	15,396
Local Funds	60	60
Municipal Funds	28	28
Fees	9	9
Other sources	1,592	2,054
Total ...	17,191	17,547

There is also an expenditure on scholarships amounting to Rs. 2,723. The saving occurs in the cost of maintenance of the oriental section of Canning College, Lucknow.

Sanskrit College, Benares.

37. The Expenditure amounts to Rs. 14,747, a trifling increase on that of last year, apart from scholarships on which Rs. 2,337 was spent.

The attendance roll registered 378 pupils on the 31st March 1898, as against 370 on the same date of the year preceding.

All scholarship-holders and those who may desire a Government certificate are required to attend one or other of the three examinations prescribed by Government. The college examinees were distributed thus :—

For the Prathama or First Examination ...	29
„ „ Madhyama or Middle „ ...	115
„ „ Acharya or Degree „ ...	104
Total	248

The annual examinations were held at Benares and eleven other centres in March 1898. Two members of the Sanskrit College obtained the degree of Achárya in Vyakarana (Grammar). Session 1897-98 is compared statistically with session 1896-97 in the following form :—

Name of Institution.	Session, 1897-98.						Session, 1896-97.					
	Prathama.		Madhyama.		Acharya.		Prathama.		Madhyama.		Acharya.	
	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.
Sanskrit College, Benares ...	29	9	115	58	104	62	20	9	93	61	86	69
Other Institutions ...	111	48	109	66	3	3	116	60	97	70	1	1

The total number of examinees at the three examinations, as shown above, was 471 in 1897-98 as against 413 in 1896-97 : the increase was 49 in the case of the Benares College, and nine in the case of the other institutions.

At the Prathama examination the percentage of success is somewhat lower than it was last year ; and this is probably due to a slight raising of the pass standard by a stricter method of awarding marks to answers. The Kaumudi, or text-book in Grammar, was the stumbling-block on this occasion. Mr. Venis reports that a woman candidate, the first to appear at any of the Sanskrit College examinations, passed the Prathama this year. He also draws attention to the continued success in the Madhyama examination gained by several Pathshalas and Oriental Departments of Colleges in the United Provinces and elsewhere. I consider that the results as a whole are satisfactory.

Anglo-Sanskrit Department of the Sanskrit College.—During the past session 36 pupils attended the Anglo-Sanskrit Department as against 54 during the previous session. This fall in the roll numbers was due partly to the weeding out of some whose attendance was irregular, and partly to the prevalent distress of last year. Two of the pupils of this Department passed the Middle English Examination of 1897 in the second division. Five pupils left the department during the past year on finding employment elsewhere as teachers.

The results of the terminal examinations are disappointing.

College Library and Literary Activity.—During the year 1897-98, two collections of Sanskrit, Jaina and Hindi manuscripts (total number of manuscripts 516) were purchased. Among the editions completed this year by Professors of the Sanskrit College, I may mention three, *viz.*, the Nyayávartika Tatparyatika of Vachaspati Misra, the Brihatsamhita and the Kalpataru with Parimala.

38. *Canning College.*—In the Oriental Department of this college there were eight students in the Sanskrit class and 23 in the two Arabic classes. The results from each class at the several examinations were as follows :—

From Pandit Ram Krishna's class four appeared at the Benares Departmental Madhyama and three passed. One appeared at the Panjab Visharad and failed.

From Maulvi Asghar Ali's class one appeared at the Allahabad Mulla examination and passed. At the Punjab University examinations two out of four passed the Munshi Alim examination, one appeared at the Munshi examination and failed, and one at the special test in English and failed. From Maulvi Abdul Majid's class there was only one candidate at the Punjab Maulvi examination, and he failed. Two students in the English Department, who chose Arabic as their second language, were

sent to this department to be taught. The cost of the Oriental Department is rather over Rs. 2,000, including the expenditure on scholarships.

39. The results of the Allahabad Mulla examination are as follows :—

	Candidates.	Passed.
Canning College, Lucknow ...	1	1
Chashma-i-Rahmat School, Gházipur...	1	1
Government High School, Mirzapur ...	3	1
Private candidates	1	1
Total ...	6	4

The number of candidates and the number of those who passed are the same as last year.

CHAPTER V.—ANGLO-VERNACULAR SCHOOLS FOR BOYS.

Number and distribution of Schools and Scholars.

Division	Class of school.	Year.	Number of schools.				Scholars on rolls on 31st March 1898.					
			High.	Middle.	Primary.	Total.	High Section.	Middle Section.	Upper Primary Section	Lower Primary Section.	Total.	Average daily attendance.
AGRA.	State	1897-98 ...	3	6	4	13	86	596	336	214	1,232	1,003
		1896-97 ...	3	3	...	6	95	220	247	177	739	655
	Aided	1897-98 ...	6	7	1	14	196	834	434	785	2,249	1,801
		1896-97 ...	5	8	7	20	194	505	505	1,438	2,642	2,291
	Unaided	1897-98 ...	1	3	...	4	9	92	95	138	334	261
		1896-97 ...	...	2	2	4	...	79	58	110	247	201
BUNDELKHAND.	State	1897-98 ...	2	4	...	6	19	215	125	97	456	326
		1896-97 ...	1	4	...	5	15	76	82	186	359	306
	Aided	1897-98 ...	1	...	...	1	36	173	86	54	349	279
		1896-97 ...	2	...	1	3	44	99	151	221	515	377
	Unaided	1897-98 ...	...	2	...	2	...	34	31	35	100	73
		1896-97 ...	...	1	...	1	...	9	15	44	68	43
LUCKNOW.	State	1897-98 ...	5	5	7	17	112	637	416	476	1,641	1,401
		1896-97 ...	5	2	5	12	118	279	363	485	1,245	1,109
	Aided	1897-98 ...	5	9	1	15	164	657	384	608	1,813	1,515
		1896-97 ...	4	8	8	20	175	338	377	1,342	2,232	1,912
	Unaided	1897-98 ...	2	1	1	4	42	112	82	108	344	274
		1896-97 ...	2	...	...	2	32	46	47	133	258	226
FYZABAD.	State	1897-98 ...	6	...	12	18	144	696	425	555	1,820	1,547
		1896-97 ...	6	...	...	6	146	317	410	70	943	805
	Aided	1897-98 ...	1	1	...	2	12	57	44	82	195	163
		1896-97 ...	1	...	14	15	15	14	42	955	1,026	862
	Unaided	1897-98 ...	1	4	...	5	9	102	68	265	444	344
		1896-97 ...	1	3	...	4	5	37	32	324	398	288
ALLAHABAD.	State	1897-98 ...	5	...	1	6	195	642	159	123	1,119	910
		1896-97 ...	5	...	...	5	157	326	248	209	940	849
	Aided	1897-98 ...	6	11	...	17	125	680	495	714	2,014	1,647
		1896-97 ...	6	8	6	20	120	407	492	1,229	2,248	1,857
	Unaided	1897-98 ...	2	1	...	3	81	406	189	138	814	661
		1896-97 ...	2	1	...	3	129	271	226	312	938	775
BENARES.	State	1897-98 ...	2	...	...	2	97	343	116	37	593	521
		1896-97 ...	2	...	...	2	94	155	183	181	613	539
	Aided	1897-98 ...	11	3	1	15	231	1,036	571	650	2,488	1,991
		1896-97 ...	11	2	2	15	239	490	589	1,112	2,430	2,075
	Unaided	1897-98 ...	1	3	...	4	15	135	76	191	417	321
		1896-97 ...	2	2	...	4	15	128	83	224	450	341
ROHILKHAND.	State	1897-98 ...	7	6	3	16	211	1,037	426	235	1,909	1,657
		1896-97 ...	6	5	...	11	222	507	484	549	1,762	1,564
	Aided	1897-98 ...	1	5	3	9	15	330	219	390	954	833
		1896-97 ...	2	5	7	14	31	162	239	967	1,399	1,154
	Unaided	1897-98 ...	2	...	...	2	4	117	41	103	265	213
		1896-97 ...	2	...	...	2	21	69	52	174	316	217
MEERUT.	State	1897-98 ...	4	11	4	19	138	903	361	356	1,758	1,504
		1896-97 ...	4	5	5	14	161	426	464	395	1,446	1,223
	Aided	1897-98 ...	5	5	3	13	190	549	409	580	1,728	1,415
		1896-97 ..	6	7	7	20	238	375	444	1,425	2,482	2,020
	Unaided	1897-98 ...	1	2	...	3	3	55	56	142	256	260
		1896-97 ...	1	1	1	3	2	21	44	103	170	152
KUMAUN.	State	1897-98 ...	1	1	...	2	23	80	70	139	312	260
		1896-97 ...	1	1	...	2	17	58	71	166	302	240
	Aided	1897-98 ...	1	2	...	3	25	186	102	166	479	419
		1896-97 ...	1	2	...	3	24	118	94	303	539	444
	Unaided	1897-98 ...	...	2	2	4	...	20	56	208	284	218
		1896-97 ...	...	1	4	5	...	4	36	285	325	236
TOTAL.	State	1897-98 ...	35	33	31	99	1,025	5,149	2,434	2,232	10,840	9,129
		1896-97 ...	33	20	10	63	1,025	2,364	2,552	2,408	8,349	7,290
	Aided	1897-98 ...	37	43	9	89	994	4,502	2,744	4,029	12,269	10,063
		1896-97	38	40	52	130	1,080	2,508	2,933	8,992	15,513	12,982
	Unaided	1897-98 ...	10	18	3	31	163	1,073	694	1,328	3,258	2,571
		1896-97 ...	10	11	7	28	204	664	593	1,709	3,170	2,489
	GRAND TOTAL ...	1897-98 ...	82	94	43	219	2,182	10,724	5,872	7,589	26,367	21,763
		1896-97 ...	81	71	69	221	2,309	5,536	6,078	13,109	27,032	22,761

40. The above table shows little change in the entire number of Anglo-Vernacular schools, but the status of the schools is on the average higher than it was last year. Several schools have been transferred from the list of aided to that of State schools, owing to their being under public management; this is in accordance with the classification followed in the general tables appended to the annual report. There have likewise been three middle schools raised from the middle to the high standard, *viz.* the Diamond Jubilee School, Kanauj (aided); the Islamia School, Etáwah, (unaided); Thakur Mata Prasad's School, Khairabad, district Sitapur (aided). On the other hand, the Hanuman Seminary, Benares, which was last year included among the high schools, has been returned this year as a middle school, and the aided Mission High School at Saháranpur has been closed. Thus the net gain in the case of high schools is one.

With regard to middle schools in the Agra Division, a primary aided school has been raised to the middle standard, an unaided primary has been converted into an aided middle school, and a new unaided middle school has been opened at Muttra. In Bundelkhand the aided primary school at Karwi has become an unaided middle school. In the Lucknow Division three State primary (branch) and two aided schools have become middle schools; a new unaided middle school has also been opened at Maurawan, district Unao. In the Fyzabad Division the Forbes (aided) school at Fyzabad has been raised from the primary to the middle standard, and a new unaided middle school has been opened at Rudauli, district Bara Banki. In the Allahabad Division two aided primary schools at Cawnpore have become middle schools. In the Benares Division, one primary school at Gorakhpur has come on to the list of middle schools. In Rohilkhand the status of the Mission Orphanage at Sháhjahánpur has been raised to that of a middle school. In the Meerut Division four schools at Aligarh, returned last year as primary schools, have been shown this year as middle schools; and a new unaided Sanatan Dharmá Sabha School has been opened at Saháranpur. In Kumaun a Mission school at Haldwani has been transferred from the list of primary to that of middle schools. The change from the primary to the middle status is in several instances due to the reclassification of the stages of instruction rather than to an actual raising of the standard; and in these cases there is only a lower middle section.

The strength of the high section in State schools remains identically the same as in the previous year, but in aided and unaided schools the numbers in this section have fallen. The large increase in the enrolment in the middle section is due to the inclusion of the lower middle section, which was formerly shown in the primary section. The decrease in the lower primary section is due to the classification of the English reading portion of the section as upper primary in pursuance of Government orders. The total falling off in the enrolment is 665, and this loss of numbers is probably due to the fact that it is now made possible for boys to go through the same course of study in vernacular schools up to the end of the lower primary stage, and that therefore there is no need for them to join an English school until they are ready to begin English in the upper primary section. The first three columns of enrolment give the number of boys learning English in schools in the united provinces, *viz.* 18,778.

It is deserving of notice that in State schools, notwithstanding the fact that the fees charged in them are considerably higher than in Aided schools, there has been a large influx of scholars.

Expenditure on Anglo-Vernacular Schools.

Division.	Class of school.	Year.	Average number on the rolls during the year.	Expenditure met from: Provincial revenues.	Local Funds.	Municipal funds.	Fees.	Other sources.	Total.	Incidence per scholar.	Cost to Public funds per scholar.	Average fee per scholar.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Agra.	State ...	1897-98...	1,260	6,007	16,970	5,153	16,791	980	45,901	36	22	13
		1896-97...	770	...	19,111	1,743	12,807	716	34,377	45	27	17
	Aided ...	1897-98...	2,144	14,630	4,989	3,596	22,032	21,193	66,440	31	11	10
		1896-97...	2,624	15,125	7,512	6,717	24,496	25,884	79,734	30	11	9
	Unaided ...	1897-98...	327	...	...	...	1,514	1,820	3,334	10	...	5
		1896-97...	230	...	...	...	939	1,766	2,705	12	...	4
Bundelkhand.	State ...	1897-98 ..	456	...	11,183	2,129	5,718	418	19,448	43	29	13
		1896-97...	363	...	9,080	1,562	3,462	144	14,248	39	29	10
	Aided ...	1897-98 ..	356	...	3,000	1,200	2,816	488	7,504	21	12	8
		1896-97...	495	...	5,060	2,016	4,520	1,184	12,780	26	14	9
	Unaided ...	1897-98...	96	...	...	...	342	1,185	1,527	16	...	4
		1896-97...	56	...	...	...	194	546	740	13	...	3
Lucknow.	State ...	1897-98...	1,610	3,250	15,006	3,924	18,755	578	41,513	26	14	12
		1896-97...	1,274	2,192	14,285	4,352	15,598	587	37,014	29	16	12
	Aided ...	1897-98...	1,830	8,116	8,263	6,840	15,958	13,699	52,876	29	13	9
		1896-97...	2,256	6,488	9,767	7,521	20,079	11,657	55,512	25	11	9
	Unaided ...	1897-98...	333	...	...	...	8,479	21,126	29,605	89	...	25
		1896-97...	287	...	...	...	7,900	20,253	28,153	98	...	28
Fyzabad.	State ...	1897-98...	1,783	2,204	20,697	2,856	23,437	399	49,593	28	14	13
		1896-97...	939	32	23,028	951	16,291	304	40,606	43	26	17
	Aided ...	1897-98...	185	1,500	...	240	1,290	4,627	7,657	41	9	7
		1896-97...	999	1,400	4,374	2,358	6,364	4,654	19,150	19	8	6
	Unaided ...	1897-98...	432	...	...	...	91	5,040	6,131	14	...	...
		1896-97...	398	...	...	...	...	5,568	5,568	14	...	...
Allahabad.	State ...	1897-98...	1,074	4,800	20,009	960	20,611	656	47,036	44	24	19
		1896-97...	958	...	25,898	1,320	18,232	548	45,998	48	28	19
	Aided ...	1897-98...	1,965	...	12,843	3,577	21,083	10,708	48,211	25	8	11
		1896-97...	2,201	...	15,239	2,936	22,293	12,152	52,620	24	8	10
	Unaided ...	1897-98 ..	897	...	...	...	8,697	6,341	15,038	17	...	10
		1896-97...	964	...	...	...	8,707	6,378	15,085	16	...	9
Benares.	State ...	1897-98...	603	9,884	1,714	480	10,703	55	22,836	38	20	18
		1896-97...	611	10,747	1,600	480	9,350	80	22,257	36	21	15
	Aided ...	1897-98...	2,450	3,000	15,291	2,302	28,396	14,252	63,241	26	8	12
		1896-97...	2,467	3,075	15,152	2,946	27,856	12,088	61,117	25	9	11
	Unaided ...	1897-98...	456	...	...	...	2,379	2,034	4,413	10	...	5
		1896-97...	471	...	...	...	3,573	1,906	5,479	12	...	8
Rohilkhand.	State ...	1897-98...	1,957	3,506	24,100	10,558	30,276	4,105	72,545	37	20	15
		1896-97...	1,755	3,635	25,133	9,195	25,540	3,433	66,936	38	22	15
	Aided ...	1897-98 ..	1,016	...	5,586	864	6,911	10,759	24,120	24	6	7
		1896-97...	1,328	...	7,499	3,505	8,503	12,453	31,960	24	8	6
	Unaided ...	1897-98...	260	...	...	...	1,036	164	1,200	5	...	4
		1896-97...	288	...	...	...	1,412	2,064	3,476	12	...	5
Meerut.	State ...	1897-98...	1,767	4,200	6,939	10,121	25,293	1,044	47,597	27	12	14
		1896-97...	1,388	4,200	5,319	7,907	20,735	842	39,003	28	13	15
	Aided ...	1897-98...	1,705	8,885	8,381	3,064	23,262	13,096	56,688	33	12	14
		1896-97...	2,413	8,992	11,759	6,060	27,204	13,282	67,297	28	11	11
	Unaided ...	1897-98...	258	...	...	...	1,245	2,689	3,934	15	...	5
		1896-97...	180	...	...	...	910	1,596	2,506	14	...	5
Kumaun.	State ...	1897-98...	306	...	4,477	578	3,378	...	8,433	28	17	11
		1896-97...	272	...	4,500	492	2,909	...	7,901	29	18	11
	Aided ...	1897-98...	516	...	3,944	150	4,552	4,204	12,850	25	8	9
		1896-97...	551	...	4,172	234	4,852	3,815	13,073	24	8	9
	Unaided ...	1897-98...	276	...	...	...	1,594	2,236	3,830	14	...	6
		1896-97 ..	294	...	...	...	742	2,418	3,160	11	...	3
Total.	State ...	1897-98...	10,816	33,851	1,21,095	36,759	1,54,962	8,235	3,54,902	33	18	14
		1896-97...	8,330	20,806	1,27,954	28,002	1,24,924	6,654	3,08,340	37	21	15
	Aided ...	1897-98...	12,167	36,131	62,297	21,833	1,26,300	93,026	3,39,587	28	10	10
		1896-97...	15,334	35,080	80,534	34,293	1,46,167	97,169	3,93,243	26	10	10
	Unaided ...	1897-98...	3,335	...	...	...	25,377	43,635	69,012	21	...	8
		1896-97...	3,168	...	...	...	24,377	42,495	66,872	21	...	8
	Grand Total ...	1897-98...	26,318	69,982	1,83,392	58,592	3,06,639	1,44,896	7,63,501	29	12	12
		1896-97...	26,832	55,886	2,08,488	62,295	2,95,468	1,46,318	7,68,455	29	12	11

41. From the accompanying detailed statement of the expenditure on Anglo-Vernacular Schools it appears that public funds, Provincial, Local and Municipal, have contributed less by Rs. 14,703; fees have increased by the substantial addition of Rs. 11,171, and other sources yield less to the extent of Rs. 1,422. Thus the net decrease amounts to Rs. 4,954. It should be remembered that as the income from fees rises, the supplementary charges, which it is necessary to make up from public funds, grow less.

The charge on account of the provincial headmasters has been transferred this year from Local to Provincial funds; and this accounts in part for the fluctuation under these two heads. The transfer of schools from the Aided to the State list accounts partly for the change in the outlay on these two classes of schools.

The incidence per scholar in State schools has fallen from Rs. 37 to Rs. 33 per annum, and the cost to public funds per scholar has benefited to the extent of Rs. 3, being now reduced to Rs. 18.

Fees.

42. The increase in the fee income of State schools is about Rs. 30,000; but the average fee per scholar is less, since the increase in numbers has taken place in the Middle and Primary sections, in which fees are levied at a lower rate than in the high section, where the number of scholars is stationary. But the share of the expenditure met by the fees has increased, and now stands at over 43 per cent., or, in other words, scholars in State schools pay in the shape of fees Rs. 0-6-10 out of every rupee expended on their education. In the last year before the enhancement of the fee rates, *viz.* 1894-95, the fee income from 38 District schools was Rs. 98,808; now the fee income from the same schools amounts to Rs. 1,21,297, an increase of Rs. 22,489, or 22·8 per cent. In Aided schools the fee-rates are 75 per cent. of those in State schools, and the average per scholar is Rs. 10, the same as last year. In 1894-95, the average fee per scholar in Aided Secondary and Primary Anglo-Vernacular schools was about Rs. 7-8-0 per annum.

The increase in the fee income would have been even greater than it has been but for the reduction of the prescribed rate of fee in the Lower or Vernacular section, which was the necessary consequence of postponing the study of English to the Upper Primary section, and which was sanctioned in the course of the year.

The results sufficiently demonstrate that the fees charged in State schools are not too high for the class of people who want an English education. At any rate they are by no means prohibitive. Schools which urgently demanded exemption from the enhanced rates, when they were introduced in 1895, and had to be disappointed in their hopes of a special concession in their favour, are now making sound progress and paying the full rates without apparent difficulty.

Scholarships in Anglo-Vernacular Schools.

Circle.	Class of Schools.	Year.	Number of—				Expenditure on scholarships from—				
			State open scholarships.	Municipal scholarships.	Other scholarships.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.	Rs.
1st Circle.	State	1897-98	9	21	20	50	336	...	431	437	1,204
		1896-97	13	22	16	51	642	...	429	452	1,523
	Aided	1897-98	10	26	106	142	432	...	294	2,624	3,350
		1896-97	10	4	89	103	520	...	177	2,206	2,903
	Unaided	1897-98	...	...	47	47	...	...	...	1,651	1,651
		1896-97	...	...	1	1	...	...	...	24	24
2nd Circle.	State	1897-98	19	...	21	40	572	32	31	906	1,541
		1896-97	17	...	22	39	592	86	31	757	1,466
	Aided	1897-98	2	...	61	63	64	...	...	971	1,035
		1896-97	4	...	93	97	53	...	...	1,021	1,074
	Unaided	1897-98	1	...	20	21	36	...	...	404	440
		1896-97	...	...	26	26	...	...	...	505	505
3rd Circle.	State	1897-98	27	1	10	38	701	...	36	352	1,089
		1896-97	23	1	10	34	971	22	30	298	1,321
	Aided	1897-98	24	7	148	179	708	...	86	2,678	3,472
		1896-97	21	11	98	130	631	...	79	2,321	3,031
	Unaided	1897-98	3	...	97	100	96	...	...	2,036	2,132
		1896-97	2	...	36	38	80	...	...	1,879	1,959
4th Circle.	State	1897-98	39	58	10	107	1,741	...	1,201	364	3,306
		1896-97	50	59	12	121	1,653	25	1,160	344	3,182
	Aided	1897-98	7	...	94	101	319	...	...	1,676	1,995
		1896-97	5	18	123	146	218	...	5	1,833	2,056
	Unaided	1897-98	...	...	21	21	...	...	...	95	95
		1896-97	...	...	3	3	...	...	...	72	72
5th Circle.	State	1897-98	1	...	7	8	32	259	...	...	291
		1896-97	...	...	8	8	...	259	...	...	259
	Aided	1897-98	...	...	103	103	...	193	...	1,176	1,369
		1896-97	...	...	97	97	...	184	...	1,104	1,288
	Unaided	1897-98	...	...	...	...	...	...	...	...	...
		1896-97	...	...	...	...	...	...	...	...	...
	Total	1897-98	142	113	765	1,020	5,037	484	2,079	15,370	22,970
		1896-97	145	115	634	894	5,360	576	1,911	12,816	20,663

43. The foregoing table gives the number of State open scholarships as three less than last year. The bulk of them go to the third and fourth circles. Municipal scholarships are slightly fewer, but those provided from other sources have largely increased. These last are of course mainly held in Aided and Unaided schools. The Fourth Circle is exceptional in the number of Municipal scholarships, and the amount spent on them. The total number of scholarships shows a gain of 126, and the charges on account of them have increased by Rs. 2,307.

The encouragement given to able and industrious boys, and the opportunities for advancement thereby afforded to the pick of the poorer boys in the Province, are evidently considerable.

Results of Examinations.

Class of Schools.	Year.	Entrance.				School Final.				English Middle.				Upper Primary.		
		Number of candidates.	Passed in Division I.	Total passed.	Percentage of passes.	Number of candidates.	Passed in Division I.	Total passes.	Percentage of passes.	Number of candidates.	Passed in Division I.	Total passes.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
1st Circle. State ...	1897-98 ...	69	4	37	54	...	...	...	...	205	2	80	39	114	42	37
	1896-97 ...	58	5	35	60	...	...	...	...	151	...	46	30	175	116	66
1st Circle. Aided under private management.	1897-98 ...	86	...	35	41	44	7	19	43	217	3	72	33	378	177	47
	1896-97 ...	103	7	58	56	51	6	26	51	279	2	75	27	413	272	66
1st Circle. Unaided under private management.	1897-98 ..	...	...	...	...	...	...	...	...	7	...	2	29	28	16	57
	1896-97 ...	...	...	...	...	...	...	...	...	4	...	...	...	33	28	85
2nd Circle. State ...	1897-98 ...	129	5	57	44	14	2	8	57	257	...	103	40	395	212	54
	1896-97 ...	135	10	59	44	5	1	4	80	271	1	143	53	355	226	64
2nd Circle. Aided under private management.	1897-98 ...	76	2	36	47	28	7	12	43	159	...	54	34	201	106	53
	1896-97 ...	83	2	26	31	20	2	7	35	161	2	87	54	213	119	56
2nd Circle. Unaided under private management.	1897-98 ...	28	...	10	36	...	...	...	...	76	...	15	20	26	6	23
	1896-97 ...	13	...	4	31	...	...	...	...	51	...	22	43	20	14	70
3rd Circle. State ...	1897-98 ...	130	6	47	36	28	7	20	71	257	6	93	36	137	104	76
	1896-97 ...	115	13	77	67	27	10	22	81	248	4	92	37	219	124	57
3rd Circle. Aided under private management.	1897-98 ...	164	9	54	33	13	2	7	54	344	4	105	31	486	291	60
	1896-97 ...	163	14	83	51	16	2	8	50	410	5	137	33	510	286	56
3rd Circle. Unaided under private management.	1897-98 ...	12	...	4	33	27	2	9	33	94	...	14	15	119	56	47
	1896-97 ...	16	...	9	56	25	5	16	64	100	...	15	15	141	79	56
4th Circle. State ...	1897-98 ...	147	2	50	34	50	5	31	62	475	8	189	40	384	198	52
	1896-97 ...	167	17	101	60	51	10	28	55	436	3	146	33	542	358	66
4th Circle. Aided under private management.	1897-98 ...	79	3	19	24	23	...	10	43	154	1	43	28	215	95	44
	1896-97 ...	107	4	61	57	25	4	18	72	239	1	70	29	299	215	72
4th Circle. Unaided under private management.	1897-98 ...	...	...	...	...	...	...	...	...	94	1	17	18	8	2	25
	1896-97 ...	2	...	...	...	...	...	...	...	55	...	2	4	24	12	50
5th Circle. State ...	1897-98 ...	10	1	8	80	...	...	...	...	26	...	14	54	24	16	67
	1896-97 ...	10	1	6	60	...	...	...	...	26	...	11	42	65	34	52
5th Circle. Aided under private management.	1897-98 ...	13	...	1	8	2	...	1	50	46	...	12	26	34	24	71
	1896 97 ...	16	...	3	19	4	...	2	50	52	...	14	27	37	24	65
5th Circle. Unaided under private management.	1897-98 ...	...	...	...	...	...	...	...	...	2	...	1	50	20	11	55
	1896-97 ...	...	...	...	...	...	...	...	...	...	...	...	...	24	15	63
Total. State ...	1897-98 ..	485	18	199	41	92	14	59	64	1,220	16	479	39	1,054	572	54
	1896-97 ...	485	46	278	57	83	21	54	65	1,132	8	438	39	1,356	858	63
Total. Aided under private management.	1897-98 ...	418	14	145	35	110	16	49	45	920	8	286	31	1,314	693	53
	1896-97 ...	472	27	231	49	116	14	61	53	1,141	10	383	34	1,472	916	62
Total. Unaided under private management.	1897-98 ...	40	...	14	35	27	2	9	33	273	1	49	18	201	91	45
	1896-97 ...	31	...	13	42	25	5	16	64	210	...	39	19	242	148	61
Total for Schools ...	1897-98 ...	943	32	358	38	229	32	117	51	2,413	25	814	34	2,569	1,356	53
	1896-97 ...	988	73	522	53	224	40	131	58	2,483	18	860	35	3,070	1,922	63
Private candidates ...	1897-98 ...	482	2	43	9	...	...	...	...	485	2	42	9	...	...	...
	1896-97 ...	571	...	114	20	...	...	...	...	608	...	33	5	...	...	...

44. *The Entrance and School Final Examinations.*—The number of school candidates at the Entrance examination has declined from 988 to 943, and of private candidates from 571 to 482. Many of the latter class have received their education at school, but are not eligible for admission as school candidates, owing to irregularity or deficiency of attendance. State schools pass 41 per cent., Aided and Unaided schools 35 per cent. each; thus making an average of 38 per cent. for all schools. Only 9 per cent. of the private candidates manage to get through the examination, and they thus reduce the percentage of success for all students to 28.

Taken by circles the State schools do most creditably in the Fifth Circle, where, however, there is only one such school, *viz.* the Almora District School. Of the rest the State schools in the First Circle are the most successful. In the Second Circle the aided schools have done the best. The Second and Third Circles pass the greatest number of candidates, each contributing over a hundred to the list. But in proportion to the number of candidates the First Circle attains the greatest success.

The number of candidates at the School Final examination from schools in the United Provinces has risen from 224 to 229, the number of passes has fallen from 131 to 117, and the percentage from 58 to 51. In State schools the numbers rose by 9, and in Unaided schools by 2, while in Aided schools they are less by 6. State schools have done better than Aided schools, and these than Unaided schools. The last show a great falling off since last year. The State schools in the Third Circle acquitted themselves most creditably, the Cawnpore District School passing 7 out of 8, Allahabad 5 out of 5. The same Circle shows also the best average result in the case of Aided schools, the German Mission School, Gházipur, here doing well, passing 5 out of 8 candidates. Of the 32 candidates who passed in the first division, 11 are from the Third Circle, and 7 of the 13 scholarships have been allotted among them. Saháranpur District School passed all the four candidates it presented for the examination, and Bareilly High School passed 11 out of 15. Of Aided schools, St. John's Agra, passed 5 out of 8; Lucknow Jubilee School 6 out of 10; Church Mission School, Lucknow, 3 out of 4. None of the schools passed less than 20 per cent. The results show that the School Final attracts on the whole boys of better capacity than those who take the ordinary Entrance Examination.

Of the 21 Government scholarships awarded to male candidates on the results of the Entrance and School Final examinations two fell to each of the five following schools, *viz.* the Collegiate Schools at Benares, Fyzabad, and Agra, the Jubilee School, Lucknow, and the German Mission School at Gházipur.

The percentages of passes in different compulsory subjects in State, Aided and Unaided schools for two years have been as follows:—

	Entrance.		School Final.	
	1898.	1897.	1898.	1897.
State.				
English	50	68	71	67
Mathematics	91	86	91	89
Second language for Entrance, or Vernacular for School Final	72	90	95	95
History and Geography	70	93	80	99
Aided.				
English	42	59	60	59
Mathematics	88	81	87	78
Second language for Entrance, or Vernacular for School Final	64	81	85	88
History and Geography	69	93	74	96
Unaided.				
English	50	52	33	72
Mathematics	93	87	93	88
Second language for Entrance, or Vernacular for School Final	75	84	70	100
History and Geography	55	90	63	100

The figures show as usual the superiority of State schools on the average to Aided schools. In mathematics and second language the Unaided schools do even better than the State institutions, but the number of unaided high schools that were represented at the examinations this year is only four, and they have the liberty to pick out a few of their best boys instead of sending the whole class, as State schools are required to do. The results in English compare unfavourably with last year's, and a little greater strictness here is not to be regretted. The schools may be expected to work up to the higher standard exacted in the course of time. The results in mathematics show that more attention has been paid to the study of this important

subject, which gives a more thorough mental training than any other subject in the course, and cannot be unintelligently crammed to the same extent. The remaining subjects are less satisfactory.

The examiner in science at the School Final advocates a change in the text-books, and calls attention to the careless drawing of figures and to the ridiculous carelessness in spelling; as for instance when one boy wrote that "soup in soft water forms leather and fumes." It is by no means certain whether these are merely spelling mistakes, or whether the boy knew nothing about the subject, but had blunderingly crammed up some answers without having the remotest idea of their meaning. As a matter of fact nearly half the boys wrote 'leather' for 'lather'. It was evident that many of the boys had never seen the physical apparatus which they attempted to describe. But on the other hand many showed considerable knowledge; and some had obviously been taught the subjects and not the books.

The following eight schools passed more than 60 per cent. of the candidates which they presented at the Entrance and School Final examinations taken together:—

Name of schools.	Number of candidates.	Passed in division			Total number of passes.	Percentage of passes.
		I.	II.	III.		
Almora Government High School	10	1	5	2	8	80
Fatehpur ditto ditto	10	1	2	5	8	80
Sitapur ditto ditto	13	...	3	7	10	77
Etáwah ditto ditto	18	1	4	7	12	67
Allahabad Bengali Preparatory School ...	10	2	3	4	9	90
Farukhabad American Presbyterian Mission High School.	6	...	1	4	5	83
Lucknow Church Mission High School, Entrance...	8	...	2	3	8	67
Ditto ditto School Final.	4	1	2	...		
Sikandrabad Anglo-Vernacular School ...	8	1	2	2	5	63

Of these schools, the Almora Government High School, the Allahabad Bengali Preparatory School, and the Sikandrabad Anglo-Vernacular School won similar honourable mention last year. The continued success of the Almora School, under existing local conditions, reflects great credit on Mr. Thomas, the Headmaster, and his staff.

Last year there were only two schools which passed less than 20 per cent. of their candidates, *viz.* the Ramsay Collegiate School, Almora, and the City High School, Allahabad. This year the names of these two schools occur again together with five others, as shown below, those presenting less than five candidates being omitted:—

Name of school.	Number of candidates.	Passed in division			Total number of passes.	Percentage of passes.
		I.	II.	III.		
Partábgarh High School....	10	...	...	1	1	10
Benares Jay Narain's Collegiate School ...	6	...	...	1	1	17
Azamgarh Church Mission School	8	...	...	1	1	13
Allahabad City Anglo-Vernacular School ...	9	...	...	1	1	11
Moradabad Mission Central School	11	...	...	1	1	9
Ramsay Collegiate School, Almora... Entrance	13	...	...	1	2	13
Ramsay Collegiate School, Almora... School Final	2	...	1	...		
Dehra Dún A. P. Mission School	7	...	...	...	...	...

One Government High School is included in this list; the rest are Aided schools, five of them being mission schools. It is remarkable that two of these unsuccessful schools were last year included in the list of best schools, *viz.* the Jai Narain's School, Benares, and the Azamgarh Church Mission School.

45. *The Special Vernacular Examination*—The number of candidates taking the special vernacular examination continues to increase. This year 123 candidates entered, of whom 104 passed, 2 failed in Urdu and 10 in Hindi; while 7 were absent. Candidates appeared from the Muir Central College, Queen's College, Lucknow Christian College, Agra College, Ramsay College, Canning College, Kayasth Pathshala; from five Government High Schools; from eight Aided schools; from five other schools; and there were 18 private candidates.

46. *The English Middle Examination.*—The total number of candidates in this examination was 3,204, against 3,455 last year. This includes 299 foreign

candidates and 7 girls. The male candidates from this province are, therefore, less by 193 than last year. The percentage of passes in the North-Western Provinces and Oudh rose from 28·9 to 29·6. In State schools the percentage remains 39, as last year; in Aided schools it has fallen from 34 to 31, and in Unaided schools from 19 to 18. For schools the general percentage has thus fallen from 35 to 34. Private candidates have been slightly less unsuccessful than they were in the previous year, but still only 9 per cent. of them get through the examination.

With regard to the poor exhibition made by private institutions the unsatisfactory state of things is, I think, rightly traced by Mr. Crosse, Inspector of the Second or Oudh Circle, to injudicious admissions and promotions, for the sake of the fees, and to the inferior qualifications of the poorly paid teachers employed in them.

The First Circle shows improvement, the Second Circle deterioration, the Third Circle but little change, and the Fourth and Fifth Circles some advance.

The percentages of success in the various subjects of the examination for two successive years are as follow:—

Class of schools.	1898.									1897.							
	Translation.	English.	Mathematics.	History and Geography.	Vernacular.	Classical Language.	Drawing.	Science.	Book-keeping.	Translation.	English.	Mathematics.	History and Geography or Science.	Vernacular.	Classical Language.	Drawing.	Book-keeping.
Government ...	61	49	69	65	85	88	91	100	37	67	47	66	69	89	74	92	12
Aided ...	58	50	65	56	73	85	75	90	50	63	43	61	63	80	65	76	59
Unaided ...	43	31	48	40	72	70	66	100	...	50	27	46	46	81	59	89	50
Private ...	36	21	34	23	56	61	80	91	50	34	13	26	22	58	39	67	25

The results are less satisfactory in Translation, History and Geography, and Vernacular; to which subjects more regular attention ought to be paid. In Mathematics there has been better success, notwithstanding the fact that Elementary Algebra was included in the course for the first time. Of the chief subjects of examination the percentage of success in English is as usual much the lowest.

The following schools have passed over 70 per cent. of their candidates at the English Middle Examination. Of the ten schools named, the five largest are Government High schools. The success of a Municipal School is worthy of notice. The four remaining schools are Aided institutions. Schools represented by less than five candidates are omitted from this and the following list:—

Number.	Name of school.	Number of candidates.	Passed in division			Total number of passes.	Percentage of passes.
			I	II	III		
1	Government High School, Bánda	17	...	13	1	14	82
2	District School, Gonda	14	...	9	2	11	79
3	Government High School, Sháhjahánpur	24	...	17	...	17	71
4	Government High School, Muzaffarnagar	17	...	11	3	14	82
5	District School, Almora	17	...	12	1	13	76
6	Municipal Middle School, Firozabad	8	...	4	3	7	88
7	High School, Orai (Jalaun)	13	...	10	...	10	77
8	Anglo-Vernacular Middle School, Kásganj (Etah) ...	8	...	5	1	6	75
9	Anglo-Vernacular Aided School, Deoria (Gorakhpur) ...	6	...	6	...	6	100
10	Orman School, Roorkee (Saháranpur)	5	...	3	1	4	80

The Bareilly Government High School is deserving of mention for passing the largest number of candidates in the 1st division, and for carrying off six of the 40 scholarships awarded by Government on the results of this examination. The District School, Almora, is the only school which wins honourable mention both at the Entrance and at the English Middle examinations. The Government schools at Bánda and Sháhjahánpur have improved greatly during the year, seeing that last year they were named among the worst schools at this stage. The same is true of the Kásganj School, district Etah.

As last year there is again a very long list of schools which have not succeeded in passing 20 per cent. of their candidates :—

Serial number	School.	Number of candidates.	Passed in division			Total number of passes.	Percentage of passes.
			I	II	III		
1	Government Middle School, Mainpuri	11	...	2	...	2	18
2	Government Middle School, Etah	8	...	1	...	1	13
3	Government High School, Bara Banki	23	...	3	...	3	13
4	District School, Lakhimpur	18	...	2	...	2	11
5	Government High School, Moradabad	52	...	8	2	10	19
6	Government High School, Bulandshahr	28	...	5	...	5	18
7	District School, Aligarh	67	1	12	...	13	19
8	Baptist Mission School, Agra	7	...	1	...	1	14
9	MacDonnell High School, Jhánsi...	24	...	3	...	3	13
10	Municipal Anglo Vernacular School, Kálpi (Jalaun) ...	7	...	...	...	...	...
11	Queen's Anglo-Sanskrit High School, Lucknow ...	37	...	2	5	7	19
12	Diamond Jubilee School, Khairabad (Sitapur) ...	6	...	...	1	1	17
13	American Mission Central School, Cawnpore... ...	9	...	1	...	1	11
14	S. P. G. Mission Generalganj School, Cawnpore ...	6	...	...	...	...	...
15	American Presbyterian Mission High School, Allahabad...	13	...	2	...	2	15
16	Colonelganj Subscription School, Allahabad	9	...	...	...	...	...
17	American Presbyterian Mission School, Katra, Allahabad,	6	...	...	...	...	...
18	Diamond Jubilee School, Kara, Allahabad	7	...	...	...	...	...
19	Harish Chandra Chauk School, Benares	19	...	1	1	2	11
20	Chashma-i-Rahmat School, Gházipur ...	12	...	...	...	...	...
21	Church Mission High School, Azamgarh	15	1	1	...	2	13
22	Boys' City Mission Anglo-Vernacular School, Bareilly ...	9	...	1	...	1	11
23	Church Mission High School, Meerut	23	...	4	...	4	17
24	Anglo-Vernacular School, Dibai (Bulandshahr) ...	6	...	1	...	1	17
25	Municipal Middle School, Atrauli (Aligarh)... ...	5	...	...	...	...	...
26	Mission School, Pauri	17	...	...	1	1	6
27	Anglo-Vernacular Middle School, Aminabad (Lucknow)...	15	...	...	1	1	7
28	Estate School, Ikauna (Bahraich)	6	...	...	1	1	17
29	Municipal School Tánda, Fyzabad	7	...	...	...	...	...
30	Gur Narain Khattri School, Cawnpore	7	...	1	...	1	14
31	Kayasth Pathshala, Allahabad	57	...	9	...	9	16
32	Town Middle School, Ballia	15	...	2	...	2	13
33	C. M. S. Alinagar Branch School, Gorakhpur ...	10	...	...	1	1	10
34	Anglo-Sanskrit Institution, Bareilly	14	...	1	1	2	14
35	Sanatan Dharm School, Saháranpur	15	...	2	...	2	13
36	Anglo-Vernacular High School, Saháranpur... ...	11	...	...	...	...	...
37	Faiz-i-Am Middle School, Meerut	5	...	...	...	...	...
38	Municipal Anglo-Vernacular School, Kashipur ...	9	...	1	...	1	11

This list calls for some remarks. The first seven schools are Government institutions, and their failure requires investigation on the part of the Inspectors; no explanation regarding them has yet reached me from those officers. The Mainpuri school was named in the same list last year also.

The following fourteen schools occur in the lists of both years :—Mainpuri Government School; Baptist Mission School, Agra; Municipal School, Kalpi; American Presbyterian Mission High School, Allahabad; Katra Mission School, Allahabad; Colonelganj School, Allahabad; Kara School, Allahabad; Ikauna School; Gurnarain School, Cawnpore; Kayasth Pathshala, Allahabad; Town School, Ballia; Anglo-Sanskrit Institution, Bareilly; Dibai School, Bulandshahr; and the Municipal School, Kashipur.

Of these the Kalpi Municipal School, the Kara Aided School, the Anglo-Sanskrit School, Bareilly, and the Town School, Ballia, figure regularly in this list year after year. It has been decided since the close of the year to abolish the Kara School; and there is no doubt that the other three ought to be abolished if they are not improved. A school that was reported last year as appearing again and again in this list has apparently thought discretion the better part of valour, and has betaken itself with all its candidates to the Middle examination of a neighbouring province in the hope no doubt of meeting there with a more indulgent system of examination. The school in question receives the largest grant-in-aid from Government of all the schools in the province; but in this action it appears to evade the course of instruction approved by the Local Government for schools in the Province, if not to revolt against the educational policy adopted by the Government which accords it a most generous grant-in-aid.

The Azamgarh Church Mission School has done badly, both in the Entrance examination and in the English Middle. There are two Government schools, *viz.*, Bilgram (Hardoi) and Pilibhit, which send up less than 5 candidates for the English Middle examination. Nine or ten schools in receipt of grants-in-aid are also represented by from 1 to 4 candidates. It is costly to support or aid such extremely small middle sections. Some of these small schools are also among the least successful.

Defects in Teaching.

47. *English.*—Pronunciation is faulty, and no great improvement can be expected so long as hardly any of the teachers employed in Anglo-Vernacular schools know how to read aloud in English, to pronounce correctly, to give the right intonation and accent, and to pay due regard to the punctuation. The results of the Entrance examination show how inefficiently the subject is taught. The boys are so little accustomed to rely upon their own intelligence that unless the questions set in an examination are exactly similar in style to what they are asked in class, they cannot answer them. They aim rather at mastering the subject by means of text-books and keys, than by gaining a practical acquaintance with the language. Neither teachers nor boys have as a rule any other desire than success at the examination for which they are preparing.

Vernacular.—The vernacular renderings of English passages are still in most cases, incredible as it may seem, learnt by heart from notes and keys; and a boy is seldom required to give his own version. Learning translations of passages has taken the place of learning to translate.

Mathematics.—The chief faults appear to be slovenliness and untidiness in the working of answers. The careless way in which figures of propositions in Euclid are frequently drawn by boys sometimes gives rise to a doubt whether they understand what they are about.

History.—This subject is generally taught in an unintelligent manner. The usual practice seems to be to read a certain amount during the lesson and to mark in it such passages as the teacher considers important for examination purposes. These are usually committed to memory when the examination draws near. So little interest is taken in the subject by the natives of this country that it is very difficult to get teachers to follow intelligently instructions given for their guidance in the method of teaching it. This subject, with Geography, is looked on by a large number of teachers and boys as unimportant, and sometimes the text-book seems to be entirely neglected, its place being taken for a few weeks before the examination by cram books. Mr. Crosse states that he has frequently seen boys hanging round the hall just before the examination, cramming up "Questions and Answers."

Geography.—This is another neglected subject. A geography lesson would appear to consist of the learning of a portion of the prescribed text-book, without reference to a map, or any attempt to realise what it all means. Boys can generally give with fair accuracy lists of chief towns, rivers, islands, &c., but can almost never point them out promptly on the map, or mention anything of interest in connexion with them. In short, where the subject is not wholly neglected, it is as unintelligently taught as it well can be.

Science.—This subject, as taught for the Entrance or School Final Examination, does not necessarily involve any practical work. Hence a candidate can obtain high marks without any practical knowledge of it, and often without really understanding it. Advantage is taken of this opportunity.

In the Middle section Mr. Murray's Manual of Practical Physics has been introduced. Where a teacher can be found sufficiently interested in the subject to see that his pupils' work is painstaking and accurate, the Manual should prove a most valuable addition. As the work of supervision and correction is arduous, and requires close attention upon the part of the teacher, specially trained men will be required for this subject.

Drawing.—The teaching of this subject is in the hands of properly trained men, and the progress made in it is satisfactory.

The above review of the teaching in Anglo-Vernacular schools is taken from the reports of the Inspectors. It shows how utterly wrong much of the teaching in these schools is. But whatever instructions may be given them for their guidance, teachers must be left for the most part to teach their own classes in their own way. The only hope is to supply men with a better training to undertake the work. At the best it will take a long time to effect the necessary reforms; and with the existing meagre provision for training teachers the prospect is not encouraging. Good teaching is impossible without good teachers. Yet there are not wanting persons who clamour for easier examinations, as the one thing needful for the promotion of education in these provinces.

Boarding-houses.

48. The statistics of boarding-houses attached to district schools are here given in the usual form. The number of boarders has increased slightly in every Circle except the fourth, and is now returned at 815. But with more than 10,000 boys

enrolled in State schools, many of them living away from their homes, it is evident that the boarding-house system has scarcely made a start in these Provinces.

Circle.	Average monthly number of boarders during 1897-98.				Average monthly number of boarders during 1896-97.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.
				Rs.				Rs.
1st Circle	9	139	148	729	5	140	145	707
2nd Circle	15	147	162	847	40	114	154	822
3rd Circle	7	182	189	946	7	157	164	874
4th Circle	22	282	304	1,802	21	310	331	1,974
5th Circle	...	12	12	...	...	...	...	...
Total	53	762	815	4,324	73	721	794	4,377

The Fyzabad boarding-house is reported to be quite unfitted for such a large and important school; it is without Superintendent's quarters, its sanitation is defective, and there is nothing to prevent the boys getting out at night. The building at Partabgarh has been improved. At Sultanpur there are no quarters for the Superintendent. The building at Gonda is small for the purpose. Superintendent's quarters are wanted at Sitapur. Some improvement is being effected at Bara Banki; but Superintendent's quarters and an enclosing wall are needed. At Unao the boarding-house has been improved by being properly roofed. The boarding-house at Mirzapur is hardly worthy of the name: it is simply a hospital dormitory in which the boarders are herded together in a manner conducive neither to study nor to good morals. In the Fourth Circle Pilibhit and Sháhjahánpur are the only district schools without a suitable boarding-house. At Almora two small houses have been taken during the year for the accommodation of boarders, and the District Board contemplates the erection of a permanent boarding-house as soon as funds are available; a considerable amount has already been collected locally among the friends of the school.

Many Mission and other Aided schools have provided fair accommodation for their boarders.

49. *Conduct of students and moral instruction.*—The conduct of school-boys is to a large extent a matter of discipline; where this has been strictly enforced and an example or two has been made of flagrant offenders, most boys soon learn to behave themselves so as not to render themselves liable to the severer forms of punishment. Discipline is not altogether as perfect as it ought to be throughout the schools; perhaps it fails most where a headmaster is timid in enforcing it, owing to his standing in dread of parents who occupy an influential local position. Badly paid and unqualified assistants are also a broken reed as regards the maintenance of discipline; and they abound, yet no determined effort has been made to cope with the practical problem which this fact raises. The more serious offences are dealt with by the Inspectors themselves, and more effectively.

Another powerful factor in a school-boy's conduct is the home influence to which he is subject. Cases are numerous in which parents and guardians connive at falsehood on the part of boys, even if they are not the first to suggest it. This happens chiefly in making false excuses for absence or false applications for leave or other privileges. Parents also deliberately try to get their boys into schools contrary to the inter-school rules, by falsely declaring that they have not attended other schools, and therefore do not need the prescribed leaving certificate. The effect of this example upon the character of the boys who profit by it may safely be inferred.

But however good school and home influence may be, there is the boy's own nature to be reckoned with, and this is sure to break out now and then. This year, for instance, there were five cases of rustication in the Fourth Circle for gross deception, false accusations, and insubordination. There were also two cases of expulsion and two of rustication in the Collegiate School, Benares, three being for immorality, and one for an attempt to bribe one of the masters to pass the culprit at the annual examinations. Anonymous letter-writing, of the outrageously discourteous type, is still more or less prevalent; and cheating in examinations has occurred and may be expected to recur so long as opportunities are given.

The indirect influence of games, like cricket and football, now so much encouraged in our schools, is said to be distinctly perceptible in improving the characters of the boys and of schools, and it will no doubt be more markedly felt as time goes on.

Special moral instruction is not given except when based on religion, as in missionary schools, and at the Amroha High School, where 22 out of the 65 Muhammadan boys attend the classes for religious instruction at a neighbouring mosque. Similar arrangements are made in connexion with the M. A. O. College and School at Aligarh; and at the District School, Almora, the headmaster reports the appointment of a Shastri and a Maulvi as religious teachers at the cost of the parents of some of the boys.

50. *General Progress of English Education.* It is not always possible to point to any perceptible progress in the course of a year. But English education has been in the past so unsatisfactory in these Provinces, and of late such determined efforts have been made by the department to remedy its faults, that signs of improvement are more naturally looked for than if we had arrived at a stage at which we might be fairly content with beating time. The preparation of lessons by the masters is becoming customary, being more generally insisted on by the Inspectors. Hence the teaching has been more thorough and efficient. The sprinkling of trained teachers now employed has also helped in the same direction. The progress appears to have been greater in state schools, a result which may naturally be attributed to the stricter control exercised over them. But in aided schools, too, there has been found a more general desire to conform to the requirements of the Department, and to come into line with state schools.

The rise in numbers in State schools seems to point to a growing confidence among the people in the greater efficiency of the education provided in them, and indicates a growing willingness to pay more for what, as a general rule, they find to be worth more. I should add, however, that there are aided schools in no way inferior to Government institutions, and that my remarks here merely apply to the average state of things among the two classes of institutions.

The chief fault in aided schools is that in several cases they still try to combine English with the Lower primary studies, and they find it too much for them, and hence they often come to grief.

In all schools the weak place is in the lowest classes. The reason of this is to be found in the poor qualifications of the junior teachers, to whom these classes are entrusted. This is a defect that may be gradually remedied by the introduction of trained vernacular teachers from the normal schools for the work of the four lowest classes, which is henceforth to be entirely in the vernacular.

51. *The supply of teachers.*—This has been improved during the year by the outturn of the first batch of trained men from the new Training College at Lucknow. All those who obtained certificates at the final examination were offered appointments within a few months; and their work generally has been very well reported on. Senior men get a minimum of Rs. 40 per mensem for their first or probationary year; and juniors Rs. 20. At the end of the year they have the first claim to promotion if they have served with credit. The junior members of the staff are almost universally inefficient. This is due to the small pay offered, and to the employment hitherto of men on this small pay who were supposed to teach the beginnings of English. The only men available under such circumstances were those who had tried to learn a little English themselves, and had broken down in the attempt so utterly that they could aspire to nothing better than one of these miserably paid posts. It will now be possible to give masterships in the four lowest classes to trained vernacular men; in fact to hand the work over to successful men of one class instead of to the failures of another. For classes in which English is taught the pay of the teachers should be raised to Rs. 20, *i.e.*, sufficiently to secure the services of Junior trained men. Some Chairmen of districts have already promised to raise the salaries with this object.

The work of Maulvis and Pandits is said to be very insufficiently supervised, and poor in quality.

In order to improve the teaching of Arabic and Sanskrit, and with a view to encouraging the study of these languages in schools and Colleges, the language teacherships in District Anglo-Vernacular Schools have during the year been thrown open to graduates and undergraduates who have taken these subjects in their University Examinations, and have undergone a subsequent course of training in the Training College, Lucknow. These teachers will not necessarily be restricted to the teaching of a classical language, if their services can also be made available in other ways, and they will be eligible for promotion in the general line.

52. *Changes in the curriculum.*—As a natural consequence of the Government orders postponing the commencement of the study of English to the upper primary department, the courses of instruction in the preparatory and lower primary classes

have been assimilated to those prescribed for vernacular schools. This will mean the laying of a sounder foundation than has hitherto been customary in the work of Anglo-Vernacular schools. The fact, however, that a large proportion of the junior teachers in Anglo-Vernacular schools are not fit to teach even the subjects that are taught to the Lower primary classes in village schools, brings home to one's mind very forcibly the extraordinary and almost incredible weakness of the system that has been followed in the past.

53. *Change of Classification.*—Owing to the same orders of Government, the section in which English is begun is now termed the Upper Primary; last year it went by the name of the Lower Primary, which was confusing, for it implied one lower primary section before English was commenced, and another section of the same name following it for those who read English.

At the same time the old Upper Primary became the Lower Middle section.

The change of classification has introduced uniformity in all kinds of schools, and is likely to prove generally useful. If promotions from section to section can be regulated so as to stop boys being pushed on beyond their powers, and set to tasks for which they have not received the necessary preparation, a great and important reform will be effected. Boys will then go through a well thought out course of education, instead of priming themselves for an examination. It will then be impossible for them to have their best interests sacrificed by forcing them through the Entrance examination of the University at 12 years of age, as happens now.

54. *Municipal Schools.*—Mention was made last year of the unsatisfactory state of Municipal schools. The reports which I have received this year are very similar. The whole matter of the position of these schools has been separately referred to Government. I may, however, here mention that some of them, though classed as state schools, are so worthless that it has been impossible for the department to allow them the privilege of recognition, nor have they generally been open to departmental inspection. Moreover, even district officers seem powerless to deal with them; for in one district the Chairman wished two of these schools, on which money was simply being wasted, to be closed; but notwithstanding this the Municipal Committee passed a resolution that the schools should still be maintained out of municipal funds. In several districts during the year these schools have been placed under departmental inspection. Government orders have also been issued prescribing the same fee-rates as in other state schools. This in itself will help to improve them, for people will demand an article of a better quality if they have to pay more. But this is not enough, for, generally speaking, municipal schools are known by all who have had much experience of them to be rotten to the core, particularly when they are left to themselves.

55. *Diamond Jubilee Schools.*—Mention should be made of some schools opened in commemoration of the Queen's Diamond Jubilee. One at Khairabad, Sitapur, was started and endowed by Thakur Mata Prasad; it is said to be a promising school, and it will soon be housed in an excellent building erected by the liberality of the founder. Another such school is the Maurawan Middle School in the Unao District, founded by Thakur Kedar Nath, taluqdar of Maurawan, who has endowed it with Rs. 1,000 a year, and is erecting a good school house and a boarding house at the cost of Rs. 10,000. It has a staff of eight teachers, two of whom are trained men, and the outlook of the school is said to be very promising. Munshi Abdul Ghani, LL. B., Munsif of Purwa, has given the greatest help in organising the school and in drawing up the deeds of endowment. There is also a Diamond Jubilee School at Naini Tal, which has been placed on the grant-in-aid list, and which will, it is hoped, develop into an efficient school.

CHAPTER VI.—VERNACULAR SCHOOLS FOR BOYS.

Section A.—General.

56. The tabular statement on the following pages gives a general view of the extent to which vernacular education is directly encouraged in each district. In addition to the schools maintained or aided from public funds, which are here included, there are also unaided schools in every district; so that the statement as it stands does not give a complete account of the position of vernacular education in the districts.

District and Municipal schools show a decrease from 4,731 to 4,603 during the year. The number of middle schools has increased by one in Gorakhpur, and decreased by one in Basti, and there is also a decrease of two in the Muzaffarnagar district, leaving a net decrease of two. Upper primary schools maintained from public funds are 47 more than last year. The districts where the increase is most noticeable are Agra, where the number of upper primary schools has risen from 26 to 64 during the year, Etáwah (14 to 48), Jalaun (6 to 20), Hardoi (31 to 52), Bareilly (39 to 70), and Almora (4 to 20). This increase, unless it is accompanied by the appointment of a staff of teachers suitable for upper primary schools, is a step in the wrong direction. In Allahabad, Bijnor, Budaun, and Moradabad there has been a considerable decline in the number of upper primary schools, to some extent accounted for by abolishing the upper primary classes of schools insufficiently staffed for carrying them on. The number of lower primary District and Municipal schools has fallen off by 173.

The number of scholars in District and Municipal schools has fallen from 193,989 to 186,849, a loss of 7,140; this is mainly due to Gorakhpur and Garhwál, where the decrease is most marked.

The number of aided schools is six less than last year, but the number of upper primary schools among them shows a rapid growth. The number of scholars in these schools has increased by 3,014, leaving a net decrease in both kinds of schools amounting to 4,126. The average number of upper primary scholars per upper primary school is four. In some districts this average is under two, as in Meerut and Bareilly. The elementary work of a school is liable to be spoiled by the opening of upper primary classes for such a meagre number of scholars, while to put on an extra teacher for these small upper primary classes would be to make the system expensive when it was adopted for economical reasons.

The net decrease in the number of scholars is accounted for (1) by the famine and the severe epidemic of fever which followed it, and (2) by the fact that these causes, and in some districts the necessary precautions against plague, put a great strain on the finances of District Boards, and work in various directions, including educational, had to be starved, and (3) by the transfer of schools and scholars to the unaided list.

57. The expenditure from public funds has increased by Rs. 43,443—for the most part incurred on account of aided schools; there is a trifling increase in the fee-income available for the maintenance of vernacular schools; the amount provided from other sources for the purpose exhibits a considerable increase of Rs. 8,630 occurring almost entirely in aided schools, which have been maintained for the whole year, whereas last year they were maintained for about six months only. Thus the total increase in expenditure over that of last year is Rs. 52,346. The increase in expenditure from public funds is very general throughout the districts, and though it has not been accompanied by a rise in the number of scholars, it may be expected to bear fruit later in this way.

58. The examination results for all classes of vernacular schools are shown for each Division in the tabular statement on pages 38 and 39.

VERNACULAR SCHOOLS FOR BOYS.

Division.	District.	Schools managed by District and Municipal Boards.										Aided Schools.										Expenditure.				
		Number of schools on 31st March 1898.				Number of schools on 31st March 1897.	Number of scholars on 31st March 1898.				Number of scholars on 31st March 1897.	Number of schools on 31st March 1898.				Number of schools on 31st March 1897.	Number of scholars on 31st March 1898.				Number of scholars on 31st March 1897.	Public funds.	Fees.	Other sources.	Total.	Total expenditure for 1896-97.
		Middle.	Upper primary.	Lower primary.	Total.		Middle.	Upper primary.	Lower primary.	Total.		Middle.	Upper primary.	Lower primary.	Total.		Middle.	Upper primary.	Lower primary.	Total.		Rs.	Rs.	Rs.	Rs.	Rs.
Agra.	Muttra ...	6	23	63	92	95	129	662	3,565	4,356	4,858	...	1	4	5	1	...	2	204	206	22	14,892	1,336	233	16,461	16,214
	Agra ...	7	64	57	128	129	88	561	3,938	4,587	4,837	...	...	25	25	24	...	...	621	621	428	20,403	2,141	960	23,504	22,922
	Farukhabad ...	7	20	77	104	104	111	483	3,206	3,800	3,886	...	...	20	20	41	...	6	366	372	624	14,892	1,598	283	16,773	17,701
	Mainpuri ...	4	14	81	99	100	96	492	2,664	3,252	3,427	...	3	18	21	21	...	6	406	412	317	14,056	933	...	14,989	14,433
	Etáwah ...	7	48	28	83	85	135	542	2,772	3,449	3,507	...	1	10	11	1	...	1	303	304	97	14,297	1,818	312	16,427	16,310
	Etah ...	4	20	74	98	98	114	626	3,178	3,918	4,158	...	7	10	17	19	...	14	313	327	325	15,794	1,495	971	18,260	18,083
Bundelkhand.	Jhánsi ...	4	10	47	61	61	54	196	1,497	1,747	1,742	...	...	13	13	11	...	...	350	350	311	8,201 9,899	680	...	8,881	8,378
	Jalaun ...	6	20	38	64	62	60	262	1,814	2,136	2,264	...	4	22	26	23	...	12	579	591	507	7,595	852	935	11,686	10,619
	Lalitpur ...	3	10	32	45	45	31	128	1,176	1,335	1,450	...	...	1	1	1	...	...	35	35	33	18,305	292	...	7,887	7,920
	Bánda ...	7	29	90	126	126	81	342	3,243	3,666	3,569	1	...	10	11	4	16	31	425	472	221	12,293	529	241	19,075	18,340
	Hamírpur ...	6	21	52	79	79	61	260	2,421	2,742	2,707	...	2	13	15	19	...	2	261	263	337		526	...	12,819	12,607
Lucknow.	Kheri ...	4	43	16	63	63	79	359	2,338	2,776	2,855	...	1	22	23	18	...	1	620	621	492	10,989	594	...	11,583	10,669
	Sitapur ...	5	64	101	170	159	80	622	4,929	5,631	5,811	...	...	...	...	...	...	...	...	...		16,219	2,381	47	18,647	16,801
	Lucknow ...	6	33	37	76	76	84	492	2,772	3,348	3,244	...	...	2	2	2	...	...	48	48	65	13,931	1,684	...	15,615	15,054
	Hardoi ...	6	52	49	107	111	93	629	3,334	4,056	4,219	...	2	23	25	20	...	19	577	596	469	17,785	1,365	...	19,150	18,258
	Unao ...	8	44	55	107	107	126	731	3,553	4,410	4,354	...	2	15	17	2	...	14	388	402	86	17,891	2,265	...	20,156	17,592
	Rae Bareli ...	4	66	20	90	90	52	813	3,352	4,217	4,189	...	9	39	48	46	...	67	1,530	1,597	1,535	17,490	1 958	...	19,448	17,626

Fyzabad.	Babraich	...	2	43	22	67	67	23	398	2,070	2,491	2,600	1	...	31	32	2	3	11	927	941	146	11,125	1 745	450	13,320	11,894
	Gonda	...	4	70	22	96	95	57	671	3,353	4,081	3,873	1	2	12	15	13	6	32	388	426	392	16,023	905	2,693	19,621	16,943
	Fyzabad	...	3	62	2	67	68	49	747	3,207	4,003	4,003	...	6	33	39	35	...	17	1,422	1,439	1,183	13,402	732	...	14,134	12,524
	Sultánpur	...	3	71	19	93	93	69	760	3,779	4,608	4,485	...	...	44	44	50	...	...	1,259	1,259	1,324	15,492	1,306	...	16,798	15,455
	Partábgarh	...	3	58	9	70	68	42	652	2,781	3,475	3,369	...	13	17	30	64	...	75	898	973	1,856	12,958	1,401	...	14,359	13,937
	Bara Banki	...	7	76	33	116	117	86	807	3,821	4,714	5,048	...	1	2	3	2	...	2	65	67	46	18,594	2,756	...	21,350	21,536
Allahabad.	Cawnpore	...	8	50	81	139	140	141	690	5,525	6,356	6,435	..	...	21	21	16	...	...	543	543	428	22,256	3,202	1,492	26,950	23,980
	Fatehpur	...	8	14	71	93	95	92	333	2,743	3,168	2,952	...	...	...	...	...	...	...	...	...	...	12,960	2,063	...	15,023	15,217
	Allahabad	...	8	29	82	119	134	86	395	3,113	3,594	4,177	...	3	74	77	83	...	11	1,579	1,590	1,765	21,228	1,579	...	22,807	23,062
	Jaunpur	...	7	40	63	110	112	110	436	3,873	4,419	4,671	...	...	39	39	41	...	...	1,070	1,070	1,226	18,954	1,565	...	20,519	19,345
	Mirzapur	...	6	19	84	109	117	71	255	3,409	3,735	4,172	1	3	22	26	12	20	49	1,142	1,211	684	15,538	816	3,395	19,749	15,954
Benares.	Gorakhpur	...	11	138	...	149	222	281	1,020	5,215	6,516	9,069	1	87	1	89	13	19	195	3,031	3,245	459	25,188	1,751	147	27,086	26,075
	Básti	...	6	28	63	97	98	64	496	3,408	3,968	4,090	...	26	74	100	88	...	160	2,728	2,888	2,882	18,016	1,511	...	19,527	15,827
	Azamgarh	...	10	83	16	109	109	222	895	4,335	5,452	5,643	...	11	56	67	51	...	37	1,719	1,756	1,300	20,244	2,500	138	22,882	22,844
	Benares	...	4	74	11	89	89	84	567	3,647	4,298	4,591	...	6	17	23	34	...	17	744	761	1,133	12,756	172	...	12,928	12,495
	Gházipur	...	6	30	43	79	88	189	654	2,957	3,800	4,336	1	3	80	84	104	12	34	2,754	2,800	3,395	16,509	1,328	338	18,175	16,741
	Ballia	...	9	68	9	86	86	142	722	3,048	3,912	4,199	...	7	28	35	95	...	36	1,814	1,850	3,543	14,653	1,772	...	16,425	16,482
Rohilkhand.	Bareilly	...	5	70	18	93	93	166	819	3,394	4,379	4,832	...	3	20	23	26	...	5	414	419	512	15,958	2,361	...	18,319	19,212
	Bijnor	...	7	58	19	84	87	166	694	2,960	3,820	3,385	...	6	79	85	106	...	30	2,511	2,541	2,182	14,246	2,675	320	17,241	17,088
	Budaun	...	10	61	47	118	115	185	684	3,107	3,976	4,060	...	...	4	4	4	...	...	65	65	56	17,818	2,002	...	19,820	19,083
	Moradabad	...	8	39	69	116	117	189	721	3,769	4,679	4,663	...	1	7	8	5	...	8	182	190	157	19,088	2,182	...	21,220	20,484
	Sháhjahánpur	...	7	56	41	104	98	176	735	4,124	5,035	4,804	...	...	7	7	7	...	...	179	179	150	17,677	1,607	...	19,284	16,786
	Pilibhít	...	3	43	10	56	48	59	417	1,884	2,360	2,305	...	6	8	14	30	...	24	326	350	865	8,877	1,085	...	9,962	10,056
Meerut.	Dehra Dún	...	1	10	13	24	22	16	92	733	841	705	...	1	4	5	2	...	16	144	160	87	3,426	314	869	4,609	3,478
	Saháranpur	...	8	58	26	92	92	95	563	2,708	3,366	3,306	1	...	38	39	49	5	11	1,196	1,212	1,359	15,930	2,120	6,596	24,646	16,169
	Muzaffarnagar	...	8	77	4	89	97	192	805	2,708	3,705	3,607	1	19	41	61	36	5	79	1,681	1,765	970	14,376	2,897	669	17,941	18,381
	Meerut	...	7	113	11	131	130	247	1,138	4,026	5,411	5,111	...	24	72	96	164	...	44	2,009	2,053	3,008	22,622	4,219	3,657	30,498	27,536
	Bulandshahr	...	12	79	6	97	98	284	978	3,443	4,705	4,477	...	21	35	56	52	...	76	1,322	1,398	1,244	16,466	3,413	923	20,802	19,812
	Aligarh	...	8	109	16	133	134	211	1,210	4,546	5,967	5,951	...	11	38	49	44	...	39	1,160	1,199	1,028	21,750	4,467	...	26,217	25,215
Kumaun.	Naini Tal	...	1	4	37	42	40	23	44	1,022	1,089	1,054	...	...	1	1	...	...	...	11	11	...	4,553	172	...	4,725	4,432
	Garhwál	...	2	5	57	64	93	61	106	1,756	1,923	3,537	...	1	8	9	...	...	14	229	243	...	7,167	380	...	7,547	7,533
	Almora	...	1	20	59	80	79	48	280	3,249	3,577	3,402	1	8	22	31	17	5	66	1,044	1,115	673	11,688	281	2,820	14,789	13,185
	Total	...	287	2,336	1,980	4,603	4,731	5,400	27,984	153,465	186,849	193,989	9	301	1,182	1,492	1,498	91	1,263	41,582	42,936	39,922	7,42,420	79,726	28,488	8,50,634	7,98,288

Results of examinations (by Divisions).

Divisions.	Class of schools.	Year.	Vernacular Middle Examination.				Upper Primary Examination.			Lower Primary Examination.		
			Number of candidates.	Passed in 1st division.	Total passes.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
Agra ...	State	1897-98	334	112	243	73	897	368	41	2,478	1,813	73
		1896-97	278	49	170	61	941	597	63	2,951	2,182	74
	Aided and Unaided, under private management.	1897-98	...	...	...	...	8	6	75	21	16	76
		1896-97	...	...	...	...	2	1	50	146	118	81
	Total ...	1897-98	334	112	243	73	905	374	41	2,499	1,829	73
		1896-97	278	49	170	61	943	598	63	3,097	2,300	74
Bundelkhand ...	State	1897-98	111	54	86	77	301	185	61	1,086	875	81
		1896-97	94	11	62	66	329	265	81	1,140	870	76
	Aided and Unaided, under private management.	1897-98	5	2	5	100	16	5	31	52	33	63
		1896-97	4	...	1	25	20	12	60	33	24	73
	Total ...	1897-98	116	56	91	78	317	190	60	1,138	908	80
		1896-97	98	11	63	64	349	277	79	1,173	894	76
Lucknow ...	State	1897-98	246	52	151	61	1,042	536	51	2,223	1,588	71
		1896-97	277	39	127	46	1,059	648	61	2,201	1,680	76
	Aided and Unaided, under private management.	1897-98	...	...	...	...	4	1	25	61	39	64
		1896-97	...	...	...	...	1	1	100	21	6	29
	Total ...	1897-98	246	52	151	61	1,046	537	51	2,284	1,627	71
		1896-97	277	39	127	46	1,060	649	61	2,222	1,686	76
Fyzabad ...	State	1897-98	206	79	164	80	1,082	459	42	2,163	1,384	64
		1896-97	177	19	91	51	1,326	626	47	2,387	1,683	71
	Aided and Unaided, under private management.	1897-98	6	3	5	83	23	9	4	99	60	60
		1896-97	5	...	1	20	43	...	...	122	62	51
	Total ...	1897-98	212	82	169	80	1,105	460	42	2,262	1,444	64
		1896-97	182	19	92	51	1,369	626	46	2,509	1,745	70

Allahabad ...	State	1897-98	...	...	233	84	174	75	571	186	33	1,914	1,226	64
		1896-97	...	...	288	55	177	61	912	284	31	2,214	1,326	60
	Aided and Unaided, under private management.	1897-98	...	...	8	1	1	13	12	...	...	43	27	63
		1896-97	...	...	...	...	...	...	9	3	33	28	13	46
	Total ...	1897-98	...	...	241	85	175	73	583	186	32	1,957	1,253	64
		1896-97	...	...	288	55	177	61	921	287	31	2,242	1,339	60
Benares ...	State	1897-98	...	...	444	166	324	73	1,163	645	55	2,722	2,099	77
		1896-97	...	...	393	49	246	63	1,188	975	82	2 742	2,349	86
	Aided and Unaided, under private management.	1897-98	...	...	10	..	6	60	45	15	33	540	302	56
		1896-97	...	...	12	1	6	50	25	14	56	190	120	63
	Total ...	1897-98	...	...	454	166	330	73	1,208	660	55	3,262	2,401	74
		1896-97	...	...	405	50	252	62	1,213	989	82	2,932	2,469	84
Rohilkhand ...	State	1897-98	...	...	349	139	273	78	1,053	634	60	2,126	1,693	80
		1896-97	...	...	349	23	179	51	1,249	904	72	2,216	1,842	83
	Aided and Unaided, under private management.	1897-98	...	...	...	...	...	...	18	8	44	57	39	68
		1896-97	...	...	...	...	...	...	3	3	100	73	47	64
	Total ...	1897-98	...	...	349	139	273	78	1,071	642	60	2,183	1,732	79
		1896-97	...	...	349	23	179	51	1,252	907	72	2,289	1,889	82
Meerut ...	State	1897-98	...	...	379	133	279	74	1,485	862	58	2,759	2,202	80
		1896-97	...	...	348	45	209	60	1,508	1,030	68	2,899	2,381	82
	Aided and Unaided, under private management.	1897-98	...	...	2	...	...	...	45	17	38	351	226	64
		1896-97	...	...	3	...	1	33	11	7	64	60	52	87
	Total ...	1897-98	...	...	381	133	279	73	1,530	879	57	3,110	2,428	78
		1896-97	...	...	351	45	210	60	1,519	1,037	68	2,959	2,433	82
Kumaun ...	State	1897-98	...	...	44	4	33	75	94	64	68	487	336	69
		1896-97	...	...	68	3	30	44	89	75	84	459	316	69
	Aided and Unaided, under private management.	1897-98	...	...	...	...	...	...	27	15	55	95	59	62
		1896-97	...	...	...	...	...	...	17	8	47	349	115	33
	Total ...	1897-98	...	...	44	4	33	75	121	79	65	582	395	68
		1896-97	...	...	68	3	30	44	106	83	78	808	431	53
GRAND TOTAL ...	State	1897-98	...	...	2,346	823	1,727	74	7,688	3,939	51	17,958	13,216	74
		1896-97	...	...	2,272	293	1,291	57	8,601	5,404	63	19,209	14,629	76
	Aided and Unaided, under private management.	1897-98	...	...	31	6	17	55	198	68	34	1,319	801	61
		1896-97	...	...	24	1	9	38	131	49	37	1,022	557	55
	Total ...	1897-98	...	...	2,377	829	1,744	73	7,886	4,007	51	19,277	14,017	73
		1896-97	...	...	2,296	294	1,300	57	8,732	5,453	62	20,231	15,186	75

Including private and foreign candidates not included in the above table, the total number of candidates at the Vernacular Middle Examination was 3,188, of whom 1,977 passed, being the greatest number that has passed the examination in any year since 1889. The number taking Urdu has fallen from 78 per cent. to 76 per cent. There is an increase of 81 in the number of candidates from schools in the United Provinces at the Vernacular Middle Examination, and an increase of 444 in the number who passed. The increase in the number coming out in the 1st division is notable and encouraging. The result is not due to any lowering of the standard, but to the schools working up more thoroughly to the requirements of the Department, and it is therefore satisfactory. The improvement is general throughout the Province; but Fyzabad takes the lead with 80 per cent. of its candidates successful, and close upon one-half of them in the 1st division. The quality of the candidates from Bundelkhand was particularly good, since about a half of those who entered for the examination obtained places in the 1st division. The least successful Division was Lucknow, which passed only 61 per cent., and had a smaller number in the 1st division than any other Division with the exception of Kumaun.

Of the districts in the Agra Circle, Bánda occupies the first place in the order of merit, passing 95 per cent., of its candidates. Jhánsi follows close with 93 per cent., then come Lalitpur with 86, Hamírpur with 83, and Karwi with 80. These districts are all in Bundelkhand, and they all obtained a higher percentage than any of the districts in the Agra Division. The remaining Bundelkhand district, Jalaun, however, fell behind all the other districts of the two Divisions in the matter of percentage, passing only 62 per cent.

In the third circle the percentage of success in Cawnpore was 94; in Mirzapur 85. In Allahabad the results were even worse than in the previous year, only 51 per cent. of the candidates getting through. Of the middle schools in the Allahabad district Phúlpur passed only 33 per cent., Cháil 29 per cent., and Karchhana *nil*. The last named school at least should either be ended or mended.

In the fourth circle the districts of Saháranpur and Aligarh in the Meerut Division, and the districts of Bijnor, Pilibhít, and Sháhjahánpur in Rohilkhand did best. Of individual schools the following did very well, *viz.*, the town schools at Saháranpur, Deoband, Jahángirabad, Bulandshahr, Háthras, Atrauli, and Koil in the Meerut Division; and those at Hasanpur, Bijnor, and Budaun in the Rohilkhand Division.

In the fifth circle the best district was Garhwál, where the percentage of successful candidates was 85.

In the Benares Division the district of Benares heads the list, and Ballia is the only one which failed to do creditably.

The following schools in the third circle passed all the candidates they presented:—Cawnpore, Pukhrayan, Narwal, Derapur (Cawnpore), Gopiganj, Kachhwa (Mirzapur), Zafarabad, Mariáhun, Shahganj (Jaunpur), Jahánabad, Bindki (Fatehpur).

Reference may also be here appropriately made to the scholarships awarded at the Vernacular Middle Examination to enable a few of the most promising students to continue their studies in Anglo-Vernacular schools up to the Entrance standard. Forty such scholarships are awarded annually. At the last examination the town schools at Bánda, Bansgaon (Gorakhpur), and Mau (Jhánsi) each secured three of these scholarships; the following each obtained two scholarships:—the town schools at Fatehabad (Agra), Farukhabad, Malihabad (Lucknow), Chibramau (Farukhabad), Jhánsi, and Jais (Rae Bareli). It is remarkable that the district of Jhánsi carries off no less than five scholarships, and Bánda, Farukhabad, and Gorakhpur four each—an achievement reflecting great credit on these districts.

There is a marked improvement in Mathematics over last year, but History and Geography are again to be mentioned as subjects which are generally neglected in the schools, and which therefore account for most of the failures. They are very often left to be crammed up by the boys as the examination draws near from keys and abridgments of their text-books. Inspecting officers ought to see that these and all subjects are taught regularly in class, throughout the course.

Owing to the retirement of Mr. W. H. Wright, Mr. A. Venis, Principal of Queen's College, undertook the duties of Registrar of the Vernacular Middle Examination for the year, and my acknowledgments are due to him for his careful and successful conduct of the examination.

Extracts from Examiners' Reports (Vernacular Middle Examination).

59. The following brief extracts from the reports of the examiners bring to light the main defects in the various subjects.

Hindi.—Explanation of passages, composition and grammar are found unsatisfactory; and this is ascribed to the general incompetence of teachers in schools. Boys want far more exercise in these branches than they are accustomed to

receive. But so long as we are so poorly provided with Normal Schools, and have therefore to put up with such a large proportion of teachers who are hopelessly incompetent to teach the elements of their own vernacular, it can scarcely be said that steps are being taken to set matters right. We must, therefore, be prepared to hear of the same faults year after year, until funds are found for increasing the Normal School accommodation.

Urdu.—Similar defects are mentioned, and they are ascribed in the same way to the unfitness of the teachers concerned. Grammar particularly is said to be neglected in most of the schools. Where it was learnt at all, it was often learnt by rote without being understood. Explanations of passages are given word for word, as though each word was taken from a dictionary without any thought of the context; and the result is sometimes altogether meaningless—a list of synonyms of the words used, without any attempt to explain the sense.

Arithmetic.—There is a want of neatness in the work sent up. It is not presented in proper form.

Geometry.—Candidates put down only what they had learnt by rote, and many quite failed to see what was required when a proposition of Euclid was set with the enunciation slightly modified in form. In finding the areas of figures a sad want of the knowledge of the distinction between linear and square measure was displayed.

History.—Very incorrect, the result of the work being crammed hurriedly and ineffectively at the last moment.

Geography.—As in History. A constant and careful study of the map would do much to remove the defects. A question on map-drawing should be set every year in the paper on Geography. The answers show that the text-books have not been studied, but that the boys have been contented with blindly cramming up the subject from unauthorized keys, which are often themselves incorrect.

Science.—In certain cases cramming has been carried to a ludicrous extreme. For instance, speaking of the discovery of Dr. Jenner which took place in 1796 almost every student wrote that 80 years ago Dr. Jenner discovered, &c., and at the same time they give the correct date without troubling about the discrepancy. Almost every student says the discovery was made 80 years ago, because it happens to be so written in the text-book which was written about 1877. This shows how the teachers do not think about what they are teaching, nor the pupils about what they are learning; and that their sole care is to prime or get primed with some answer that agrees more or less with the book. As last year, some useless and misleading key is in general use; otherwise it is impossible to account for ridiculous answers given in identical words from schools in different parts of the province.

The science curriculum has been now recast, and it will consist in the main of elementary practical work, such as can be done with very little in the shape of apparatus, and that simple and cheap. In this way book-cramming will become useless, if not impossible, for examination purposes.

Upper Primary Examination.

60. The results of the upper primary examination are worse throughout the province than in the preceding year, with the exception of the Allahabad Division, which however still remains the most backward of all in this respect. There is a fall of nearly 10 per cent. in the number of candidates. This is generally put down to the famine and the fever which followed. The ill-success of those candidates who went in for the examination is due to the new rules which demand a certain amount of thoroughness. Arithmetic is the subject in which a great many failures occurred. The Inspector of the Second Circle refers to the very inferior text-book in Arithmetic prescribed for Oudh; to remove the difficulty teachers have been supplied as far as possible with better books for class use from the Teachers' Libraries. Many teachers, however, are themselves wretchedly weak in Arithmetic and Mensuration; and to meet this Munshi Piari Lal, Assistant Inspector of Schools, suggests an examination of teachers not possessing good qualifications in Mathematics, as was done by him with the sanction of Mr. E. White, formerly Director of Public Instruction, in the Rohilkhand Division: this examination to be held yearly, until all are qualified.

The Commissioner of the Agra Division writes in his review of the Report of the Muttra district: "When we are told by the Deputy Inspector of Schools in respect to classes III and IV (*i.e.* the upper primary section) that the poor results are due to the questions in Arithmetic being stiff, and that much stress was laid on the boys giving intelligent answers, one is involuntarily led to the conclusion that a change in the teaching staff appears to be a necessity. If education is to suffer because the machinery is inefficient, the sooner new machinery is supplied the better." He further considers that the changes in the system of examination were most desirable, and should have been introduced earlier. Objection has been made to the new rule under which the boys at this examination are not examined in the Reader which they have used in class, but in a book of equal difficulty. But a boy has not learnt

to read if he can only understand the text-book he has gone through in his class, and is unable to make anything of an easy passage which is new to him. And by the time he has been five or six years at school it is not too much to require a test of this degree of difficulty from him.

The sudden fall in the number of candidates is due partly to the decrease in the number of scholars, to which reference has already been made, and partly to the institution of the more thorough examination, in consequence of which teachers, fearing that the result of the examination might tell against them, removed from the class roll the names of such nominal scholars as they considered unlikely to pass.

In Almora there is a marked improvement in the results at this stage, and this is considered to be due to the appointment of monitors in schools where upper primary sections are maintained. The monitors relieved the teachers to a great extent of the teaching of the lower classes, and thus enabled them to devote more time to the teaching of the higher classes. According to the Vernacular School Code, this plan should be adopted universally; but it is doubtful how far the orders are carried out; and where they are ignored the schools must suffer, and produce poor results.

Lower Primary Examination.

61. There has been a decline in the number of candidates in all Divisions with the exception of Lucknow, Benares, and Meerut. This is to be attributed partly to the fact that the number of Lower Primary scholars, as given in the tabular statement prefixed to this chapter, shows a decrease of 2,253, and partly to fear of failure on the part of teachers under the new rules for the examination. Among those who appeared there was not on the average much change in the percentage of passes. The best average result comes from the Bundelkhand Division; the greatest improvement is found in Kumaun; the greatest deterioration for the year in Benares; but Fyzabad and Allahabad show the worst results.

SECTION B.—*Vernacular Middle Schools.*

62. The following table shows the number and distribution of vernacular middle schools and scholars on the 31st of March 1897 and 1898.

Number and distribution of Vernacular Middle schools and scholars.

Division.	State Schools.	Aided Schools under private management.	Unaided Schools under private management.	Total number of Schools on 31st March 1898.	Schools on 31st March 1897.	Number of Scholars on 31st March 1898.				Number of Scholars on 31st March 1897.
						Middle Stage.	Upper Primary Stage.	Lower Primary Stage and Preparatory.	Total.	
Agra	35	...	...	35	35	673	980	2,480	4,133	4,563
Bundelkhand	26	1	...	27	27	303	504	1,784	2,591	2,584
Lucknow	33	...	...	33	33	514	880	2,192	3,586	3,608
Fyzabad	22	2	...	24	24	335	480	1,528	2,343	2,345
Allahabad	37	1	...	38	37	520	723	2,384	3,627	3,384
Benares	46	2	...	48	48	1,013	872	2,453	4,338	4,494
Rohilkhand	40	...	...	40	40	941	1,256	3,117	5,314	5,637
Meerut	44	2	...	46	48	1,055	1,196	2,806	5,057	4,859
Kumaun	4	1	...	5	5	137	44	163	344	295
Total ...	287	9	...	296	297	5,491	6,935	18,907	31,333	31,769

The only changes in the number of schools are a loss of two State schools in the Meerut Division, and the opening of one aided school in the Allahabad Division. The former was due to the closing of three of the least successful of the middle schools in the district of Muzaffarnagar and to the raising of one primary school to the middle standard.

The number of scholars in the middle stage has declined from 6,024 to 5,491, *i.e.*, by 533; a considerable falling off which shows how far from popular secondary vernacular education is in this province. The only Divisions that show any increase are Meerut, where there is a rise of seven, and Kumaun with a rise of 31. The upper primary stage of these schools gives an increase of 236, Agra being the only Division where there has been a falling off. The enrolment in the lower primary and preparatory sections has also declined. On the whole the attendance at middle vernacular schools has decreased by 436 as compared with the figures reported last year.

63. *Expenditure.*—The next table shows the expenditure on vernacular middle schools by Divisions. Public funds contribute more by Rs. 2,449, the expenditure covered by fees has slightly risen, *viz.*, by Rs. 815; contributions from other sources have increased to the extent of Rs. 3,473. Altogether the expenditure shows an increase of Rs. 6,737. The expenditure in the Lucknow, Rohilkhand, and Meerut Divi-

sions is the highest. The increase during the year has been greatest in Meerut, Allahabad, and Benares; Agra shows a remarkable decrease. The cost per scholar, and the cost to public funds per scholar, have both increased.

Expenditure on Vernacular Middle Schools.

Division.	Class of schools.		Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar.	Cost to public funds per scholar.	Fee per scholar.
				Public funds including Municipal.	Fees.	Other sources.	Total.			
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
AGRA.	State	1897-98	4,252	18,246	6,994	650	25,890	6·1	4·3	1·6
		1896-97	4,442	20,050	6,978	...	27,028	6·1	4·5	1·6
BUNDELKHAND.	State	1897-98	2,335	11,471	2,139	54	13,664	5·9	4·9	·9
		1896-97	2,307	11,550	2,143	...	13,693	5·9	5·0	·9
	Aided under private management.	1897-98	143	420	91	241	752	5·3	2·9	·6
		1896-97	116	406	107	212	725	6·3	3·5	·9
	Total	1897-98	2,478	11,891	2,230	295	14,416	5·8	4·8	·9
		1896-97	2,423	11,956	2,250	212	14,418	6·0	4·9	·9
LUCKNOW.	State	1897-98	3,578	22,866	5,413	...	28,279	7·9	6·4	1·5
		1896-97	3,674	21,859	5,586	...	27,445	7·5	5·9	1·5
FYZABAD.	State	1897-98	2,168	14,640	3,994	15	18,649	8·6	6·8	1·8
		1896-97	2,185	14,501	4,091	276	18,868	8·6	6·6	1·9
	Aided under private management.	1897-98	176	540	234	1,170	1,944	11·0	3·1	1·3
		1896-97	163	540	196	1,170	1,906	11·7	3·3	1·2
	Total	1897-98	2,344	15,180	4,228	1,185	20,593	8·8	6·5	1·8
		1896-97	2,348	15,041	4,287	1,446	20,774	8·8	6·4	1·8
ALLAHABAD.	State	1897-98	3,256	18,245	4,468	...	22,713	7·0	5·6	1·4
		1896-97	3,271	17,250	4,557	...	21,807	6·7	5·3	1·4
	Aided under private management.	1897-98	145	120	207	402	729	5·0	·8	1·4
		1896-97	...	...	...	...	...	...	...	...
	Total	1897-98	3,401	18,365	4,675	402	23,442	6·9	5·4	1·4
		1896-97	3,271	17,250	4,557	...	21,807	6·7	5·3	1·4
BENARES.	State	1897-98	4,157	20,766	5,060	27	25,853	6·2	5·0	1·2
		1896-97	4,014	19,763	4,400	16	24,179	6·0	4·9	1·1
	Aided under private management.	1897-98	156	696	169	338	1,203	7·7	4·5	1·1
		1896-97	153	716	209	362	1,287	8·4	4·7	1·4
	Total	1897-98	4,313	21,462	5,229	365	27,056	6·3	5·0	1·2
		1896-97	4,167	20,479	4,609	378	25,466	6·1	4·9	1·1
ROHILKHAND	State	1897-98	5,206	23,413	8,613	320	32,346	6·2	4·5	1·7
		1896-97	5,423	22,727	8,518	324	31,569	5·8	4·2	1·6
MEERUT.	State	1897-98	4,865	19,314	10,065	...	29,379	6·0	4·0	2·1
		1896-97	4,748	18,983	9,966	...	28,949	6·1	4·0	2·1
	Aided under private management.	1897-98	129	600	44	4,888	5,532	42·9	4·7	·3
		1896-97	101	600	55	1,726	2,381	23·5	5·9	·5
	Total	1897-98	4,994	19,914	10,109	4,888	34,911	7·0	4·0	2·0
		1896-97	4,849	19,583	10,021	1,726	31,330	6·5	4·0	2·1
KUMAUN.	State	1897-98	219	2,065	272	...	2,337	10·7	9·4	1·2
		1896-97	180	2,008	142	...	2,150	11·9	11·2	·8
	Aided under private management.	1897-98	94	192	...	578	770	8·2	2·0	...
		1896-97	66	192	...	1,124	1,316	19·9	2·9	...
	Total	1897-98	313	2,257	272	578	3,107	9·9	7·2	·9
		1896-97	246	2,200	142	1,124	3,466	14·1	8·9	·6
TOTALS.	State	1897-98	30,036	1,51,026	47,018	1,066	1,99,110	6·6	5·0	1·6
		1896-97	30,244	1,48,691	46,381	616	1,95,688	6·5	4·9	1·5
	Aided under private management.	1897-98	843	2,568	745	7,617	10,930	13·0	3·0	·9
		1896-97	599	2,454	567	4,594	7,615	12·7	4·1	·9
	GRAND TOTAL	1897-98	30,879	1,53,594	47,763	8,683	2,10,040	6·8	5·0	1·5
		1896-97	30,843	1,51,145	46,948	5,210	2,03,303	6·6	4·9	1·5

64. *Fees in vernacular middle schools.*—From the same table it appears that the average fee per scholar is Re. 1-8-0 per annum, or for State schools Re. 1-9-0. In the case of State schools the lowest average fee is in Bundelkhand, where it is between fourteen and fifteen annas per annum; while it is highest in the Meerut Division, where it exceeds Rs. 2-1-0. It may be noted that if fees were levied everywhere at the average rate prevailing throughout the Meerut Division public funds would be relieved of expenditure to the extent of more than Rs. 15,000, which would then be available for the extension of primary education. The difference in the fee-rates in different parts of the province was brought to the notice of the district authorities during the year, and something has been done to remove the inequality. In several Divisions the average rate has increased during the year, and in Fyzabad alone is there a downward tendency, though not a very marked one, and it is accounted for by the fact that some of the districts temporarily reduced the rates or increased the number of free students on account of the famine. The measures which have been taken to equalize the fee-rates may be expected to become gradually more effective in the course of the next few years. The fee-rates have been raised in Muttra, Hamírpur, Etah, among other districts, generally with effect from the commencement of the current year. In Benares no fees at all are levied even in middle schools, with the exception of one only.

65. *Scholarships.*—The accompanying table of scholarships held in vernacular middle schools shows that these are all held in the middle section, in accordance with the intention of Government. Municipal funds are spent to a small extent on this object; but apparently without the necessary Government sanction. There are a few districts where the number of scholarships falls short of the allotted number; this is to be regretted, for secondary vernacular education requires all the encouragement that can be afforded it.

Scholarships in Vernacular Middle Schools.

District.	Number of halkabandi scholarships.			Other scholarships.	Total number of scholarships.	Expenditure on scholarships from—			
	As sanctioned by Government under Circular No. 28 of 1895.	Held in the middle section.	Held in the primary section.			Local Funds.	Municipal Funds.	Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Muttra	20	17	...	...	17	279	...	...	279
Agra	27	24	...	...	24	404	...	...	404
Farukhabad	15	15	...	...	15	216	...	...	216
Mainpuri	19	20	...	1	21	363	31	...	394
Etáwah	21	18	...	...	18	438	...	...	438
Etah	21	21	...	...	21	413	...	...	413
Jhánsi	8	8	...	...	8	179	24	...	203
Jalaun	17	17	...	...	17	336	...	...	336
Lalitpur	7	7	...	...	7	130	...	...	130
Bánda	27	27	...	6	33	521	36	30	587
Hamírpur	20	20	...	...	20	401	...	...	401
Kheri	8	8	...	3	11	145	...	75	220
Sitapur	13	13	...	...	13	261	...	..	261
Lucknow	10	8	...	1	8	175	...	...	175
Hardoi	13	13	...	...	14	269	24	...	293
Unao	18	15	...	...	15	320	...	...	320
Rae Bareli	18	17	...	...	17	270	...	...	270
Bahraich	11	9	...	...	9	164	...	...	164
Gonda	16	15	...	...	15	311	...	...	311
Fyzabad	15	15	...	...	15	306	...	...	306
Sultánpur	15	15	...	...	15	346	...	...	346
Partábgarh	13	10	...	...	10	228	...	...	228
Bara Banki	18	15	...	...	15	328	...	...	328
Cawnpore	29	15	...	...	15	549	...	...	549
Fatehpur	19	12	...	...	12	375	...	...	375
Allahabad	29	24	...	...	24	454	...	...	454
Jaunpur	20	13	...	...	13	372	...	...	372
Mirzapur	18	16	...	...	16	303	...	...	303
Gorakhpur	22	22	...	...	22	471	...	...	471
Basti	18	18	...	...	18	362	...	...	362
Azamgarh	28	29	...	...	29	557	...	...	557
Benares	18	16	...	...	16	308	...	...	308
Gházipur	14	14	...	...	14	319	...	...	319
Ballia	20	22	...	...	22	361	...	...	361
Bareilly	20	20	...	...	20	332	...	...	332
Bijnor	18	18	...	...	18	296	108	...	404
Budaun	24	19	...	...	19	304	54	...	358

Scholarships in Vernacular Middle Schools—(concluded).

District.	Number of halkabandi scholarships.			Other scholarships.	Total number of scholarships.	Expenditure on scholarships from—			
	As sanctioned by Government under Circular No. 28 of 1895.	Held in the middle section.	Held in the primary section.			Local Funds.	Municipal Funds.	Other sources.	Total.
						Rs	Rs	Rs.	Rs.
Moradabad...	21	21	...	...	21	447	...	...	447
Sháhjahánpur	21	21	...	...	21	393	19	...	412
Pilibhít	27	25	...	...	25	290	101	..	391
Dehra Dún	2	2	...	...	2	46	...	...	46
Saháranpur...	19	19	...	2	21	347	21	...	368
Muzaffarnagar	24	24	...	1	25	428	...	24	452
Meerut	27	27	...	...	27	557	...	...	557
Bulandshahr	22	22	...	3	25	440	53	...	493
Aligarh	22	22	...	...	22	389	...	...	389
Naini Tal	3	3	...	...	3	30	...	...	30
Garhwál	9	9	...	...	9	179	...	...	179
Almora	30	21	...	...	21	448	...	...	448
Total ...	894	821	...	17	838	16,160	471	129	16,760

66. *Boarding-houses.*—There are districts in the first circle, *e.g.*, Agra and Farukhabad, without any boarding-houses. The Chairman of Farukhabad writes that if boarding-houses were constructed the number of scholars would increase, as boys who live at a distance from town schools would then be enabled to attend them without difficulty. No doubt an effort will therefore be made to supply the want in this district. In Agra the want of funds is said to have always precluded any project of the kind. But the question arises whether Agra could not have found the necessary money as well as other districts, and whether money has not to some extent been spent in other ways and less advantageously. No steps have been taken by the District Boards of Unao and Hardoi to provide boarding accommodation, the lack of which was noted in my last report. In Fyzabad, however, a building has been taken in hand at Akbarpur, and will soon be ready. It is to accommodate 30 boarders. The money for it was partly contributed by native gentlemen as a memorial to Colonel G. W. Anson, formerly Deputy Commissioner, after whom the building is to be named. At Dostpur in the Sultánpur district a new boarding-house has been erected, and will be occupied as soon as the cooking accommodation is ready. There is no proper boarding-house attached to any school in Bahraich or Gonda.

In the third circle the number of boarders has slightly decreased except in Mirzapur, where it has more than doubled. In this district the chief defect is the need of cooking sheds. The boarding-houses in the Cawnpore district are among the best in the Allahabad Division. The boarding-house at Kishenpur in the Fatehpur district is reported to be in a disgraceful state. The Inspector quite rightly remarks that in order to attract village boys to study up to the middle standard it is essential that good boarding-houses with sufficient accommodation should be provided. There is no doubt that the numbers going up for the middle examination would increase if this were attended to more than it is by District Boards.

The Assistant Inspector, Benares, takes great interest in the providing of sufficient boarding accommodation in the districts of his Division; but he is far from being satisfied with the slight improvements he is from time to time able to report. The Deputy Inspector of Gorakhpur writes that "should some better arrangement be made for the housing of boarders, and all the middle schools be provided with a boarding-house, there is not the least doubt that they will be crowded to overflowing by students from neighbouring villages and upper primary schools."

As stated last year there are no boarding-houses whatever in the districts of Sháhjahánpur, Saháranpur, and Dehra Dún. Steps are being taken for the supply of two or three more boarding-houses in the Meerut Division, but even with these the number is quite inadequate. The Inspector of the Fourth Circle thinks that if a suitable boarding-house were attached to each of the principal town schools, it would add considerably to the comfort of the students and to the usefulness of the schools.

The boarding-house at Kanskhet, Garhwál, has recently been enlarged, and affords accommodation for 48 boarders.

67. *Conduct of scholars.*—The chief positive defect in conduct, as in previous years, is the attempt to pass the middle examination by unfair means. But otherwise the conduct of the boys is not altogether satisfactory, and Mr. Dela Fosse, Inspector of the Third Circle, fears that until the number of trained normal school teachers is much larger than it is at present there is not likely to be any improvement in the conduct of students. Town school boys are subjected to many more temptations than village school boys, and their morals are said to be consequently lower.

There can be no doubt that a well ordered boarding-house would do more to train a boy in good manners and to improve his general conduct than any amount of ordinary school work.

68. *General progress.*—The general progress made during the year is satisfactory as regards the achievements of the schools at the annual examination; and in other respects it is, perhaps, not unsatisfactory, when the condition of the country is borne in mind. The defects are numerous and important; but many of them are natural to the people, and cannot be removed in a day. Other defects due to habit are also difficult to eradicate in the face of the opposition of all who would be affected by the introduction of the necessary reforms.

The Chairman, District Board, Agra, attributes the success of one of the middle schools in his district in part to the fact that the members of the Local Board took a great interest in the school, and frequently visited and inspected it. The same kind of active interest shown in other schools would no doubt contribute greatly to their general progress, and the matter may be commended to the notice of Local Boards throughout the province.

69. *Supply of Teachers.*—The supply of competent teachers is very limited. This is felt to be case throughout the province, but more particularly in the fourth circle, where the number of middle schools is greater than in any other circle, and where, notwithstanding this, there is not yet any normal school. One is urgently needed, both here and in the fifth circle; and the importance of having one in connexion with every inspection circle has been recognised by the Government of India. With our present normal schools many of the masters appointed to middle vernacular schools must necessarily be unqualified men. This is of course not what it should be in State schools under State management. It is much to be hoped that before long the means may be found to do as much for the supply of efficient teachers here as in neighbouring provinces. The Secretary, District Board, Etah, mentions that there are teachers in middle schools, both under the District Board and under Municipalities, who possess *no educational qualification whatever.* Many such amazing pieces of information reach me from the different districts. Has a man who is without any educational qualification a vested right to his appointment when he has once been—not made a teacher—but put into the place of one? Men with *some* educational qualification are undoubtedly available for these posts, but there has sometimes been too much local patronage brought to bear in these matters. A remedy is of course possible.

As regards the pay of assistant masters it is encouraging to note some improvement; in the Allahabad district the lowest pay is Rs. 7 a month; in Cawnpore, Fatehpur, and Mirzapur it is Rs. 6. In Jaunpur, where it was as low as Rs. 4, it has been raised to Rs. 6 from the 1st April 1898, subject to budget provision. In the Allahabad Division the Rs. 3, Rs. 4, and Rs. 5 grades of assistant masters have been altogether abolished during the year under review. In Oudh there are still middle school teachers drawing the low pay of Rs. 4 per mensem; and this, needless to say, is insufficient to attract men qualified for the work. Besides, it is contrary to the orders of Government to pay assistant teachers less than Rs. 6 per mensem, even in village schools; in middle schools the inferior limit should be higher, and trained men should be engaged on at least Rs. 8 per mensem.

70. *Accommodation.*—The Umri school building in Jalaun was found insufficient, and one more room has been added to it; and the work, which was taken up by the public-spirited Thakur Sughar Singh, has been completed during the year under report. The estimated cost was Rs. 400. In the Fyzabad Division most of the school buildings are reported to be in good order, but that at Kaisarganj in Bahraich is not large enough, and that at Jalalpur is damp. In the Lucknow Division the buildings at Moradabad and Bihar in the Unao district stand in need of extensive repairs; and those at Kheri in the Kheri district, and Mallawan and Shahabad in Hardoi are overcrowded, and need enlargement. In the Allahabad district only four out of the eight middle schools are suitably housed. In Fatehpur, with the exception of that at head-quarters, the buildings are of mud and not kept in proper repair. The Cawnpore sadar school, which was constructed to hold only 150 scholars, is at present occupied by 271; the overcrowded state of the school has been brought to the notice of the Board, and they have been asked to increase the accommodation. In the Jaunpur and Mirzapur districts the buildings are reported to be good. At Akorhi in the latter district a new school house has been built. In the Benares Division the buildings are said to be unsatisfactory; but new buildings are erected from time to time with better accommodation. In the fourth circle the accom-

modation for the schools at the head-quarters of Dehra, Saháranpur, and Meerut is not at all suitable. A new building has been provided at Háthras. The Assistant Inspector of the Rohilkhand Division reports that in most of the schools the accommodation is insufficient.

The accommodation at Almora is very restricted, and one or two additional rooms are urgently needed. At the Garhwál school there is sufficient accommodation for the scholars.

In cases where the accommodation is insufficient for a town school, a remedy may sometimes be found in separating the primary classes and providing for them in other buildings; in fact by constituting them distinct primary schools under the control of, and maintained by, the Municipality concerned.

The schools are not properly provided with wall maps; this is the case even in large and prosperous schools. Assistant and Deputy Inspectors must be held largely responsible for this. If they brought the matter in a proper way to the notice of the Board the necessary provision would probably be made.

Vernacular Primary Schools managed by District Boards.

District.	Number of schools.						Number of scholars.						Fee income.		Total expenditure.	
	Upper Primary.		Lower Primary.		Total.		Upper Primary Stage.		Lower Primary Stage.		Total.					
	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.
													Rs.	Rs.	Rs.	Rs.
Muttra	23	18	62	70	85	88	524	621	3,147	3,419	3,671	4,040	405	425	11,194	11.257
Agra	64	26	57	96	121	122	417	534	3,471	3,533	3,888	4,067	382	439	16,270	16,359
Farukhabad	20	16	77	81	97	97	284	449	2,756	2,679	3,040	3,128	135	...	12,675	11,850
Mainpuri...	14	13	80	82	94	95	368	384	2,317	2,391	2,685	2,775	41	36	11,061	10,466
Etáwah	48	14	27	63	75	77	309	371	2,124	2,086	2,433	2,457	365	408	10,643	10,424
Etah	19	23	70	66	89	89	471	455	2,574	2,716	3,045	3,171	131	130	11,727	11,610
Jhánsi	10	8	44	46	54	54	90	188	1,053	1,036	1,143	1,224	143	192	5,690	5,487
Jalaun	19	6	34	47	53	53	147	187	1,329	1,394	1,476	1,581	18	24	6,321	6,689
Lalitpur	10	8	32	34	42	42	78	134	948	1,017	1,026	1,151	...	...	5,926	5,965
Bánda	29	25	87	91	116	116	216	339	2,782	2,587	2,998	2,926	29	21	14,031	13,744
Hamírpur	21	16	52	57	73	73	165	251	2,009	1,845	2,174	2,096	16	16	9,302	9,275
Kheri	43	41	16	18	59	59	284	246	2,104	2,188	2,388	2,434	...	...	7,177	7,014
Sitapur	64	68	99	86	163	154	510	632	4,555	4,668	5,065	5,300	1,491	1,410	14,386	12,813
Lucknow...	31	35	37	33	68	68	319	330	2,225	2,158	2,544	2,488	783	725	9,938	9,313
Hardoi	52	31	49	74	101	105	422	481	2,869	2,931	3,291	3,412	94	113	13,069	12,635
Unao	44	42	55	57	99	99	518	484	3,081	3,068	3,599	3,552	1,113	1,242	13,676	11,539
Rae Bareli	66	66	20	20	86	86	696	707	3,077	3,036	3,773	3,743	632	887	13,002	12,513
Bahraich	43	57	22	8	65	65	365	440	1,960	1,975	2,325	2,415	872	992	9,304	9,365
Gonda	70	72	21	19	91	91	612	648	3,019	2,873	3,631	3,521	...	...	12,245	11,999
Fyzabad	62	64	2	1	64	65	672	771	2,971	2,870	3,643	3,641	...	...	9,591	9,352
Sultánpur	71	68	19	22	90	90	688	723	3,556	3,399	4,244	4,122	654	668	11,817	11,533
Partábgarh	58	59	7	6	65	65	591	679	2,578	2,429	3,169	3,108	553	631	9,979	10,259
Bara Banki	76	71	33	39	109	110	651	808	3,458	3,592	4,109	4,400	1,625	2,213	15,412	15,348
Cawnpore	48	52	77	74	125	126	472	562	4,664	4,739	5,136	5 301	1,241	1,215	17,765	17,752
Fatehpur...	14	15	71	72	85	87	196	219	2,329	2,113	2,525	2,332	948	1,253	10,130	10,449
Allahabad	29	45	75	74	104	119	268	422	2,497	2,907	2,765	3,329	946	1,264	14,553	15,422
Jaunpur	40	46	61	59	101	105	322	450	3,352	3,559	3,674	4,009	858	890	14,292	14,551
Mirzapur...	19	19	79	87	98	106	148	179	2,890	3,289	3,038	3,468	97	166	11,879	11,114
Gorakhpur	133	148	...	64	133	212	809	815	4,194	7,088	5,003	7,903	712	732	16,068	20,634
Basti	28	27	63	64	91	91	431	407	3,059	3,155	3,490	3,562	637	656	12,731	10,864

Vernacular Primary Schools managed by District Boards—(concluded).

District.	Number of schools.						Number of scholars.						Fee income.		Total expenditure.	
	Upper Primary.		Lower Primary.		Total.		Upper Primary Stage.		Lower Primary Stage.		Total.					
	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.
													Rs.	Rs.	Rs.	Rs.
Azamgarh	83	81	15	18	98	99	705	711	3,831	4,082	4,536	4,793	963	1,018	13,588	14,426
Benares	65	66	5	4	70	70	478	517	2,740	2,924	3,218	3,441	...	...	7,491	7,093
Gházipur	29	32	40	50	69	82	471	536	2,477	3,206	2,948	3,742	617	659	10,394	10,683
Ballia	68	61	9	16	77	77	554	518	2,647	2,893	3,201	3,411	554	534	9,902	9,608
Bareilly	70	39	18	49	88	88	637	530	2,915	3,206	3,552	3,736	1,017	1,015	12,820	13,677
Bijnor	58	73	19	7	77	80	452	426	2,374	2,031	2,826	2,457	739	711	10,063	10,499
Budaun	61	77	43	26	104	103	412	429	2,421	2,495	2,833	2 924	270	336	13,124	12,208
Moradabad	39	77	69	32	108	109	495	512	3,185	3,158	3,680	3,670	653	644	14,626	13,848
Sháhjahánpur	56	62	41	29	97	91	488	556	3,454	3,118	3,942	3,674	243	279	11,937	10,685
Pilibhít	43	43	10	2	53	45	330	355	1,636	1,524	1,966	1,879	340	324	6,484	6,120
Dehra Dún	10	11	13	10	23	21	75	90	681	551	756	641	7	6	2,782	2,423
Saháranpur	58	68	26	16	84	84	401	471	2,292	2,144	2,693	2,615	582	639	9,817	9,465
Muzaffarnagar	77	79	4	8	81	87	616	564	2,276	2,180	2,892	2,744	1,205	1,199	10.940	11,806
Meerut	112	117	10	4	122	121	951	981	3,663	3,367	4,614	4,348	1,952	1,944	17,582	18.225
Bulandshahr	79	84	6	2	85	86	632	674	2,723	2,524	3,355	3,198	1,312	1,321	11,017	11,068
Aligarh	109	105	14	19	123	124	927	941	3,724	3,813	4,651	4,754	1,977	1,919	18.114	18,193
Naini Tal	4	2	37	37	41	39	26	27	945	922	971	949	93	...	4,125	4.013
Garhwál	5	4	57	87	62	91	106	94	1,756	3,398	1,862	3,492	63	79	6,149	6,653
Almora	20	4	59	74	79	78	263	194	3,249	3,161	3,512	3,355	...	...	9,112	8,377
Total ...	2,314	2,284	1,923	2,100	4,237	4,384	21,062	23,042	1,31,937	1,37,437	1,52,999	1,60,479	27,508	29,375	5,51,921	5,46,665

SECTION C.—VERNACULAR PRIMARY SCHOOLS—(1) *District Board Schools.*

Number and distribution of schools and scholars.

71. The foregoing statement contains the statistics of vernacular primary schools maintained by District Boards; including certain municipal free schools, which are also under the management of the Boards. The number of upper primary schools has increased, while that of lower primary schools has diminished. There is a net decrease of 147 schools. The most remarkable change occurs in the Gorakhpur district, and is due in a large measure to the conversion of Board schools into aided schools. The opposite operation occasionally took place, *e.g.*, in Pilibhít six of the so-called aided schools of the preceding year, for which no private persons could be found to act as managers, were formed into Government primary schools. It should be mentioned that of the 89 schools returned in the Etah district three are generously maintained entirely at the expense of the Rája of Awa. The fall in the number of schools accounts for the diminution in the number of scholars, the decrease being 7,480. The upper primary classes in these schools are even smaller on an average than they were last year. It would be better to have fewer of these upper primary schools, and to have them at the same time better staffed and better equipped. Boys at this stage are old enough to walk a mile or two further to school than they could be expected to do when in the lower primary classes. Education would certainly be improved if this were kept in mind by the District Boards. It has received attention in some districts, and in consequence several upper primary schools have been reduced to the status of lower primary schools. I find, however, that there must be at least 51 schools in Etah teaching an upper primary class, although they have only one teacher in each school. Bijnor returns an increase of 369 scholars with a reduction of three in the number of schools. The greatest decrease in the number of scholars occurs in Gorakhpur, and is due to the transfer of schools to the aided list. Generally the falling off may be accounted for in part by the severe fever which prevailed last year, and in part by the fact that many boys have had their names struck off from the District Board primary schools, and have been admitted into aided schools which have been opened nearer to their homes.

Expenditure.

72. Notwithstanding the smaller number of schools, the expenditure has increased by Rs. 5,256. This is due in part at any rate to the larger number of upper primary schools. Sitapur returns an increase of Rs. 1,573, but there is here an increase of nine in the number of schools. In Unao the increase amounts to Rs. 2,137, and the number of upper primary schools has increased by two. In Basti there is an increase of Rs. 1,867. As was to be expected, the greatest decrease in expenditure is in Gorakhpur.

Fees.

73. While the decline in the number of scholars is 4·66 per cent., the falling off in the fees collected is 6·3 per cent. This fact is accounted for by the exceptional reductions made in certain districts on account of the famine which prevailed during part of the year.

There are several districts which receive practically nothing in the shape of fees, and there can be no reason why education in one district should be free of charge, while in adjoining districts scholars contribute an appreciable fraction of the cost. The District Boards seem to regard the introduction of fees as a retrograde step, believing that it would check the advance of education. But this is a mistake; for education is much more advanced in Meerut and in Aligarh, where substantial fees are realised, than in those districts where the fees are insignificant or *nil*. Nor is it always the poorer districts which levy no fees. The Inspector of the First Circle asks, "If a poor district like Karwi can obtain fees, why should the pupils of richer districts be exempted?" He thinks that a fee should be charged in all these schools, but 5 per cent. of free pupils in each section might be allowed.

A fee ultimately amounting to two annas in the upper primary classes, and to one anna in lower primary classes might be levied under existing Government orders; but any change should be introduced gradually. It may be noted that if fees were levied everywhere, even at the same rate as in the Meerut district, public funds would be relieved to the extent of Rs.59,000. This added to the similar savings that would be effected in middle schools by bringing the fees in them to the same level throughout province as that which is attained in the Meerut Division would give close upon the three-quarters of a lakh of rupees, which could be made available for the improvement or extension of vernacular education in these still extremely backward provinces. Even higher rates might be levied; in fact higher fees are actually levied in some parts, in accordance with the suggestion made by Government that two annas should be the limit in primary schools. In the Naini Tal district, for instance, fees have been levied for the first time during the year under review, and the rates have been two annas in class IV and one anna in class III.

In the Farukhabad district the Commissioner of Agra notes that the Board has levied fees in only two of the primary classes, in part compliance with his predecessor's instructions; and he hopes that steps will now be taken immediately to levy fees from all the classes, as pointed out in the instructions referred to.

In the Benares Division the Benares district is the only one in which no fees are levied; and there seems to be no reason for the exemption.

One important objection has been raised to the levying of higher fees in Board schools, *viz.*, that such a measure would drive the scholars wholesale into the new aided schools. But Government has already authorized District Boards to require aided schools to levy fees at prescribed rates; and thus they could guard themselves against the danger indicated.

Results of examinations.

74. Examination results will be found in the tabular statement prefixed to paragraph 58.

Conduct of pupils.

75. The conduct of pupils in these schools is generally very good. Cases of serious misconduct are extremely rare. They are not taught manners, but they are not generally troublesome. The yoke of discipline is no doubt easy and its burden light. If something could be done to teach the boys good manners and respectful behaviour towards others it would be a decided gain.

As it is, the conduct of teachers is often more at fault than that of the pupils. Hence their example sometimes does more harm than good. Teachers have to be dismissed for bringing a boy of a higher class to personate a boy in a lower class at the annual examinations; or for forging leaving certificates and school registers with a view to admitting scholars to classes higher than those for which they were eligible. These malpractices on the part of teachers cannot but produce evil effects on the minds of their pupils. We cannot expect the disciples to be better than their masters.

The Chairman of the Agra District Board has always found it a puzzle "how school-masters in this country get on without the cane and the familiar imposition of our youth."

Physical Exercise.

76. School drill, consisting of the usual extension motions, with marching, is becoming very popular in village schools, and tends to increase the popularity of the schools; for not only do the boys take great interest in it, but the parents are evidently pleased with it. This is the best form of physical training for village schools; in fact it is the only training of the kind that is generally possible; for it requires no expenditure on apparatus, and it can be taken as part of the regular school work, which boys can be required to attend. The chief difficulty is the want of teachers. Mr. Bell's course of physical training has been largely introduced, and has been found very useful. Teachers give instructions according to the book, but those who have recently passed through the normal schools have been trained for this work, and are of course the most successful. In Meerut other teachers have been required to attend some neighbouring school where school drill is better understood, in order to make themselves acquainted with it. Drill instructors are sometimes appointed, who go from school to school; in some districts an endeavour is made to engage one such instructor in each tahsil.

In the first circle the Inspector notices considerable improvement in the carriage and general appearance of the pupils since the introduction of these exercises. Agra, Etah and Farukhabad have not made as much progress as other districts of the same circle in this respect.

In the second circle physical exercises, particularly drill, have received more attention than ever previously, and teachers have been made to understand that they must attend to this part of a boy's education as to any other. Considerable improvement has been made throughout the circle. But in Unao physical education has been entirely neglected.

In the Allahabad Division the Assistant Inspector remarks that improvement in this branch depends on the attitude of the Deputy Inspector, and these officers have not hitherto evinced a keen desire to further the cause of physical exercise. The Allahabad district is very backward.

In the Benares district very little has been done in this direction.

Rohilkhand has made a start this year; though it is still far behind other divisions.

The Sub-Deputy Inspector of Naini Tal has exerted himself to make games and gymnastic exercises popular at village schools. The want of suitable playgrounds at the hill schools has made it impossible for the Sub-Deputy Inspectors of Almora and Garhwál to attempt anything in the way of physical education; it is not, however, considered that the health of the scholars has suffered in consequence.

In a good number of districts it is the custom to hold a tournament in connexion with the annual fairs held at the head-quarters of the district. Boys from the village schools come in and compete against one other, chiefly in racing and jumping. These tournaments are generally organised by the European District Officers, and considerable sums of money are given as prizes. In the Allahabad Division the District Boards were unable to start tournaments for want of funds.

The supply and efficiency of teachers.

77. The deficiency in the supply of qualified teachers is naturally more marked in village schools than in town schools. It can only be remedied by increasing the number of trained men. The Secretary, District Board, Agra, remarks on the inability of the majority of teachers to read and write Urdu. In Budaun more than a quarter of the teachers are unqualified men. The cry for more trained men is general. The Chairman, District Board, Allahabad, says that it has become a practical difficulty to find a man qualified to take charge of even a school of the upper primary standard. It must be admitted that this is indeed carrying on education under difficulties.

The lowest pay of assistant teachers is Rs. 3 per mensem in the first circle, Rs. 2 in the second circle (Oudh). In the third circle the Rs. 5 grade was abolished in Cawnpore, the Rs. 4 grade in Jaunpur, the Rs. 3 grade in Fatehpur, and the Rs. 5, Rs. 4 and Rs. 3, grades of assistant teachers in Allahabad. This marks a distinct move in the right direction. With very low pay only those will take to teaching who are not fit to get a living in any other way; and such men are certainly not fitted to take in hand the instruction of the rising generation. Mr. Marlborough Crosse, Inspector of the Second Circle, writes:—"Though we are now trying to observe the orders contained in paragraphs 33 to 35 of the Manual of General Orders there are still a large number of old teachers appointed formerly in contravention of these orders, mainly because a sufficient supply of qualified men was not available. This year I went through the revision statements of teachers most carefully, and issued orders in every case to the Assistant Inspectors to see that these orders were brought into force as quickly as possible in all cases, but this will take time like every other reform."

Mr. Lupton, late Secretary of the District Board, Gorakhpur, saw the desirability of increasing the salary of poorly paid masters, rather than of those who were already fairly well paid, and almost all the masters getting Rs. 4 per mensem were promoted to Rs. 5, the pay of a peon. This reform greatly encouraged the assistant masters concerned, and put new life into the work of the lower primary classes.

Since few districts get more than three or four trained men from the normal school in a year, it is obvious that the supply is quite insufficient for the requirements of the districts.

School buildings, furniture, and apparatus.

78. The shortness of funds during a year of exceptional demands in other directions has stood in the way of very necessary repairs to school buildings. In Bahraich most buildings stand in great need of repairs; in Fyzabad, buildings lent by zamíndárs as school houses have not been repaired for years.

In some districts repairs are entrusted to District Board overseers, in others they are done through the teachers, and again in others through the Deputy Inspector. Of these three systems that seems to be the most satisfactory in which the work is attended to by the teachers themselves, who are of course more interested than the remaining officials in having it done thoroughly.

As regards apparatus, maps of a more durable quality and more distinctly printed are much needed.

79. Mr. Welby, Inspector of the First Circle, writes:—"I have always insisted on teachers bringing note books to the centres for the entry of defects in tuition and suggestions by the examiners. In this way many defects are remedied and the method of teaching improves. At the commencement of the term detailed instructions for the language teaching were issued by my office to each district; and they have been found very useful."

At the end of the last inspection season I took occasion to issue a general circular calling attention to the defects in teaching in vernacular schools which had come to my notice during my tour, and indicating the way in which improvement may be secured in future.

School hours in village schools.

80. I quote the following remarks made by the Commissioner of the Lucknow Division in reviewing the Educational Report of the Rae Bareli district. They meet with my entire concurrence, and the suggestion made in them had been already and independently adopted by me in revising the Code for vernacular schools. He writes:—"It is absurd to keep a mite of six or seven years old sitting for hours over

an alphabet, not to speak of those long hours of sitting rendering him soft and disinclined for field labour. Assuming that as regards village schools the most important matter is to spread a very elementary knowledge over as large a number as possible, it would I think be a move in the right direction to divide the school into two parts and give one an hour or two in the morning, and the other an hour or two in the evening alone."

Unfortunately it is the District Boards themselves, not the Educational Department, that are so devoted to long hours, and that do not see the benefit of a *multum in parvo* system of instruction, even for very small children. Ever since the year 1895 they have had the option, at the suggestion of the Department, of excusing the lower primary classes from the afternoon meeting of the school; but I have not so far heard of any step being taken by them in accordance with the suggestion, and hence the change in the new Code, Article 11 of which runs as follows :—

In the lower primary and preparatory sections it is desirable that boys should not be required to attend school for more than three hours a day.

At the same time it is recommended that two of the four classes of a lower primary school should attend a morning meeting of the school, and the remaining two classes an afternoon meeting, so that the master in charge of them may give a less divided attention to his work than it is possible for him to give when he has all four classes on his hands at once, as has hitherto been the custom.

Admission of low caste boys.

81. The Chairman of the District Board, Jaunpur, writes :—"In several of the schools I have found boys of the lower castes receiving instruction. Telis and Koeris sit with the other castes. In some schools, however, the lower castes seemed to be excluded. At Kerakat, for instance, a Pasi could not gain admittance because the other boys objected. The master's position is a difficult one in such a case, and I think he has no option but to turn the low caste boy away." Similar difficulties no doubt occur in all districts; but the Chairman's remarks seem to show that the prejudice is weakening a little in some places in the Jaunpur district.

(2)—*Aided Vernacular Primary Schools.*

District.	Number of schools on March 31st.		Number on rolls on 31st March 1898.			Number on rolls on 31st March 1897.	Results of examinations.		Expenditure.			
	1898.	1897.	Upper Primary.	Lower Primary.	Total.		Passed Upper Primary standard.	Passed Lower Primary standard.	From Public and Municipal Funds.	From fees.	From other sources.	Total.
									Rs	Rs.	Rs.	Rs.
Muttra ...	5	1	2	204	206	22	...	...	132	173	12	317
Agra ...	25	24	...	621	621	428	...	12	1,192	680	360	2,232
Farukhabad ...	20	41	6	366	372	624	...	3	314	...	283	597
Mainpuri ...	21	21	6	406	412	317	...	...	571	...	...	571
Etáwah ...	11	1	1	303	304	97	...	4	379	...	150	529
Etah ...	17	19	14	313	327	325	...	...	484	...	639	1,123
Total ...	99	107	29	2,213	2,242	1,813	...	19	3,072	853	1,444	5,369
Jhánsi ...	13	11	...	350	350	311	...	...	320	...	...	320
Jalaun ...	26	23	12	579	591	507	...	15	1,013	...	618	1,631
Lalitpur ...	1	1	...	35	35	33	...	...	36	...	...	36
Bánda ...	10	3	...	307	307	76	...	1	156	36	...	192
Hamírpur ...	15	19	2	261	263	337	...	...	557	346	...	903
Total ...	65	57	14	1,532	1,546	1,264	...	16	2,082	382	618	3,082
Kheri ...	23	18	1	620	621	492	.	3	792	...	...	792
Sitapur ...	...	...	...	...	...	...	...	...	...	...	...	...
Lucknow ...	2	2	...	48	48	65	...	...	62	...	...	62
Hardoi ...	25	20	19	577	596	469	1	2	565	...	...	565
Unao ...	17	2	14	388	402	86	...	7	528	...	...	528
Rae Bareli ...	48	46	67	1,530	1,597	1,535	...	27	1,966	666	...	2,632
Total ...	115	88	101	3,163	3,264	2,647	1	39	3,913	666	...	4,579
Bahraich ...	31	1	...	828	828	40	...	...	1,229	358	...	1,587
Gonda ...	14	12	19	340	359	324	...	8	557	203	1,958	2,718
Fyzabad ...	39	35	17	1,422	1,439	1,183	...	18	1,878	...	...	1,878
Sultánpur ...	44	50	...	1,259	1,259	1,324	...	...	2,343	...	...	2,343
Partábgarh ...	30	64	75	898	973	1,856	...	25	1,431	320	...	1,751
Bara Banki ...	3	2	2	65	67	46	...	2	97	...	...	97
Total ...	161	164	113	4,812	4,925	4,773	...	53	7,535	881	1,958	10,374
Cawnpore ...	21	16	...	543	543	428	...	...	1,306	120	1,492	2,918
Fatehpur ...	...	...	...	...	...	...	...	...	...	...	...	...
Allahabad ...	77	83	11	1,579	1,590	1,765	...	9	3,011	...	...	3,011
Jaunpur ...	39	41	...	1,070	1,070	1,226	...	...	1,539	...	...	1,539
Mirzapur ...	25	12	23	1,039	1,062	684	...	9	1,084	180	1,793	3,057
Total ...	162	152	34	4,231	4,265	4,103	...	18	6,940	300	3,285	10,525
Gorakhpur ...	88	12	184	2,971	3,155	377	9	90	4,223	...	120	4,343
Basti ...	100	88	160	2,728	2.888	2,882	4	79	3,189	191	...	3,380
Azamgarh ...	67	51	37	1,719	1,756	1,300	...	13	2,489	42	138	2,669
Benares ...	23	34	17	744	761	1,133	...	16	1,315	...	...	1,315
Gházipur ...	83	103	19	2,714	2,733	3,317	...	65	3,389	...	...	3,389
Ballia ...	35	95	36	1,814	1,850	3,543	2	39	1,240	89	...	1,329
Total ...	396	383	453	12,690	13,143	12,552	15	302	15,845	322	258	16,425
Bareilly ...	23	26	5	414	419	512	...	6	828	...	...	828
Bijnor ...	85	106	30	2,511	2,541	2,182	...	21	2,147	...	...	2,147
Budaun ...	4	4	...	65	65	56	...	2	105	...	...	105
Moradabad ...	8	5	8	182	190	157	1	2	216	...	...	216
Sháhjahánpur ...	7	7	...	179	179	150	...	1	281	...	...	281
Pilibhít ...	14	30	24	326	350	865	1	15	566	37	...	603
Total ...	141	178	67	3,677	3,744	3,922	2	47	4,143	37	...	4,180
Dehra Dún ...	5	2	16	144	160	87	...	6	249	150	869	1,268
Saháranpur ...	38	48	...	1,123	1,123	1,312	...	8	2,690	4	2,376	5,070
Muzaffarnagar ...	60	35	71	1,640	1,711	910	2	22	1,574	...	...	1,574
Meerut ...	96	164	44	2,009	2,053	3,008	1	81	3,418	...	3,657	7,075
Bulandshahr ...	56	52	76	1,322	1,398	1,244	2	50	1,926	132	779	2,837
Aligarh	49	44	39	1,160	1,199	1,028	...	51	1,241	...	...	1,241
Total ...	304	345	246	7,398	7,644	7,589	5	218	11,098	286	7,681	19,065
Naini Tal ...	1	...	...	11	11	...	...	...	20	20	...	40
Garhwál ...	9	...	14	229	243	...	...	...	270	250	...	520
Almora ...	30	16	57	958	1,015	575	13	56	1,631	135	2,242	4,008
Total ...	40	16	71	1,198	1,269	575	13	56	1,921	405	2,242	4,568
GRAND TOTAL ...	1,483	1,490	1,128	40,914	42,042	39,238	36	768	56,549	4,132	17,486	78,167

82. The number of aided vernacular primary schools shows a decrease of seven. There has been a decrease of 21 schools in Farukhabad, of 34 in Partábgarh, of 20 in Gházipur, of 60 in Ballia, of 21 in Bijnor, and of 68 in Meerut. On the other hand there has been a marked increase in the following districts, *viz.*, Bahraich of 30, Gorakhpur of 76, Muzaffarnagar of 25, and of 21 in Kumaun. Where the reduction in the number of schools is considerable it is due to the insufficiency of the allotment for the grants required for the maintenance of the schools that were on the grant-in-aid list last year. The increase is sometimes due to the fact that in the previous year the allotment for the purpose was very little utilized, or was spent on Board schools, and that the error has been now rectified.

The number of scholars enrolled in aided schools has increased by 2,804, and now reaches a total of 42,042. The changes in the various districts agree generally with the changes in the number of schools; but it is noticeable that although the number of schools in Bijnor has fallen by 21, yet the number of scholars is greater by 359. The number passing the upper primary examination remains insignificant, as was to be expected, since it is the object of Government in launching these schools chiefly to encourage the most elementary kind of education, and not to require in them more than the beginnings of reading, writing, and arithmetic. The number passing the lower primary standard shows some progress, particularly in the Benares and Meerut Divisions.

The expenditure from District and Municipal funds has doubled, owing to the schools having been open for the full year instead of about half the year. There is also a corresponding increase in fees and in the expenditure from other sources.

83. The fact that to begin with the enrolment in the new aided schools in some districts shows signs of increasing more rapidly than in the long established primary schools has been taken as a proof demonstrating that they are the more popular of the two. But this argument is not conclusive. If the number of schools is multiplied in any way, it is natural to expect that boys who have been accustomed to trudge every day two or three miles to the nearest of the older schools will gradually find their way to new schools that they may thus find opened nearer to their own doors, even if the new school is not quite so efficient, and if it is in some respects less to the liking of the people. But assuming, on these or better grounds which have not been stated, the greater popularity of the aided schools, an attempt has been made to account for it by the happy indifference to discipline which is said to characterise them, and it has been suggested that if we wish to make the ordinary village school grow in favour with the people we should take a leaf out of the book of those who carry on the aided schools, and be equally easy on the point of discipline. That, however, can scarcely be done. The educational value of a wise system of school discipline (and that which is maintained in village schools cannot be said to err on the side of severity) is as high as that of the elementary instruction imparted. And there is this great difference, that the Board fills the part of manager of its own schools, and is directly responsible for their good discipline; but aided schools are under independent management, and the Board has not the same responsibility.

Mr. Lupton, Chairman of the Gorakhpur District Board, deals at length with the difficulties experienced in the working of these institutions in his own district, caused by the indifference and apathy of the so-called managers of the schools, who leave the management entirely to the sweet will of the teachers. He suggests that rules 4 and 5 of the rules circulated with Government Order No. 376—XV-81-8 dated 7th July 1896, should be more rigorously enforced. This is a matter that lies entirely with the District Boards as part of their duty in carrying out the rules prescribed by Government. The rules make the continuance of the grant depend on the character and utility of the schools. And it appears to be generally felt that more frequent inspections are necessary to enable the Board to form a judgment regarding these points. The necessity for frequent inspections of these schools was insisted upon by Government in paragraph 5 of Government Order No. 358—XV-81-6, dated 2nd July 1896, but the departmental staff has been insufficient for the large amount of extra work thus thrown upon it. Such inspections, however, need not fall entirely upon the Deputy and Sub-Deputy Inspectors of schools, who are the inspecting officers under the Board, and whose time is already occupied with the Board schools. Any time these officers can spare for the inspection of aided schools would need to be supplemented in some way, either by the increase of the inspecting staff, or by the members and officers of Board regularly and systematically taking part in the inspections. It will be for the Boards to make such arrangements as they may think best. Dr. Hoey, Commissioner of Gorakhpur, "cannot refrain from saying that there is not that interest taken in the aided schools by the district staff which should be shown in an experiment so fraught as this is with good for the people. Every sub-divisional officer should be required to visit every such school in his subdivision, and call up the manager when he does so, and explain any defects and commend any thing found to be good."

The fact that so many managers take so little interest in the schools which they are supposed to manage indicates a certain unreality in the system. These sham

managers are generally prevailed upon to accept the position they occupy owing to the persuasions of persons in authority, and sometimes without a scrap of personal enthusiasm for education, primary or other. Some of them seem to be under the impression that they are at liberty to appropriate part of the grant to their own uses as some return for accepting the onerous duties which they have consented to assume; in addition to this they consider themselves entitled to look upon the teacher of the school as though he were their private servant to be engaged by them in their private work. Other managers only take any interest in the success of a school so long as they have a son or relative in it. The selfish interest displayed by these managers is worse than none at all. Others keep the salaries of teachers unpaid for a long time, though they receive the grants regularly. Defects of these kinds need the serious attention of the Boards, for if they are allowed to go on unremedied they must very seriously interfere with the successful issue of the policy of Government. There is no reason why the teacher of a school should not himself be its manager. As is stated in paragraph 7 of Government Resolution No. $\frac{376}{XV-81\cdot8}$, dated the 7th July 1896, the rules will enable District Boards to give small grants-in-aid to persons who, *being sufficiently educated* to give instruction to a primary class, are willing to start a school in a village as a means of livelihood, and have secured the support of the residents. In fact, some of the best schools have no manager other than their teachers.

Dr. Hoey, Commissioner of Gorakhpur, is of opinion that until the managers realize their responsibilities and appreciate the usefulness of these schools, a close departmental control is necessary for their efficiency and permanency. And it appears clear that if the schools are merely left to themselves, and if inefficient and useless schools are removed one by one from the grant-in-aid list in accordance with Government orders, instead of being guided and improved by some district or departmental agency, the policy which has been adopted by Government will not receive the most favourable treatment, nor have a fair chance.

There have likewise been frequent complaints of the inefficiency of the teachers employed in these schools. Many of them appear to be quite incompetent for the work they have undertaken; and their efforts to be altogether undeserving of a grant-in-aid from public funds. According to reports received there are numerous instances in which teachers cannot even write their own names, and very many more in which they are quite unable to teach the most elementary arithmetic; the elements of Geography are far beyond them. Mr. Budden, the Inspector of the Fourth Circle, writes that "occasionally new schools are started and a grant-in-aid obtained as a sort of charity to secure a livelihood for or to add to the income of the family priest of an influential villager, the priest attached to a temple, or a mullah whose duty it is to say prayers in a mosque. Such men are more often than not quite unqualified to teach." Such schools, he thinks, and those whose main object is to impart simply religious instruction, should not be aided. This last point is in accordance with the recommendation of the Education Commission, *viz.*, that indigenous schools should be encouraged only if they serve "any public purpose, of secular education whatsoever." It is obvious that before public money is handed over to a school, the Boards should satisfy themselves that the teacher is qualifed to teach up to the standard to which the school professes to teach. And no school should receive a grant in which the teacher is unable to read and write, if not to teach Arithmetic as far as the four compound rules in Indian money and bazár weights and measures. This would seem to be the irreduceable minimum for a teacher's qualification, seeing that the object of the present policy is that more children should be "taught to read, write, and cypher." I recently received a petition for employment as a teacher from a man who had himself learnt up to simple division only. With the large number who pass the Lower Primary examination from every district year after year, we cannot be quite so destitute of better qualified men as to have to trust to the vain efforts, fore-doomed to failure, of men so wretchedly equipped for the post of an elementary teacher. Managers sometimes, if they are allowed, and no sufficient check seems to have been placed upon them by the Boards so far, like to give teacherships to poor dependents of their own, however ignorant they may be, and thus transfer the support of poor relations from their own shoulders to the public funds and the school fees. The existing rules do not authorize the Boards to interfere with the manager in the appointment of teachers; but notwithstanding this, they are fully empowered to refuse grants to schools obviously unfit to do any useful educational work. A change in the rules is called for, indicating the minimum qualification for teachers according to the various standards recognised by the Boards.

The returns received from aided schools are considered to be often unreliable, and since the grant depends to some extent upon the attendance, there is a natural tendency to take advantage of every opportunity to make the numbers appear larger than they are. It is of course desirable to check dishonesty of this kind. Moreover, the same returns are submitted to the Government of India, and this makes it important that reasonable measures should be taken to ensure their accuracy. If

monthly returns of the numbers on the rolls and in attendance were required to be sent in from every school to the District Board office, there would be a chance of verifying them on the occasion of the regular or occasional visits of the members or officers of the Board. Among the tricks that are resorted to, I may mention one that has been brought to light by the Deputy Inspector of Bijnor, who discovered that the same boy had his name entered on the rolls of two or three neighbouring schools at one and the same time. When once a boy's name is on the rolls, nothing is easier than to credit him falsely with extra attendances.

With managers really interested in the welfare of the schools, with teachers possessed of the qualifications necessary for their work, and with some effective check upon the returns sent in by the schools, they would be sure to become very soon much more useful than they are as yet. Modifications of the existing rules with these objects in view have been submitted for the consideration of Government.

There is room for the expenditure of a great deal more money on aided schools. In most, if not all, districts applications for grants have poured on, and have had to be rejected for want of funds. In Cawnpore great care was taken that schools should not be opened with a grant unless it was probable that they would remain open and supply good teaching; it was considered that the little that was taught, not going beyond the three Rs, should be learned thoroughly. If the same care had been exercised in all districts there would not have been so many cases of withdrawal of grants from schools which were found to serve no useful purpose. The Chairman, District Board, Basti, believes that the expenditure on vernacular schools could be reduced if some of the State schools were converted into aided ones. But the Commissioner of the Gorakhpur Division thinks that any general step in that direction would be premature, and that we should wait until the managers of aided schools show a greater interest in these institutions than they have hitherto done. The success of the grant-in-aid system has not yet been conclusively assured. In the Gorakhpur district itself the Chairman's personal experience of the working of the schools has been disheartening; but that is one of the exceptional districts in which the people are reported not to take the least interest in the scheme. Generally the schools, with all their faults, are found to have been welcome, and to have given a decided impetus to the spread of primary education.

Of the allotment made to the District Board, Etáwah, Rs. 180 went to the Bichar Sabha Anglo-Vernacular schools. It is not explained how this can be regarded as carrying out the object with which the allotment was made; the grant would be a large one for any vernacular primary school, and is therefore large, if considered as a grant towards the lower primary or vernacular section of the Bichar Sabha school.

(3) *Unaided primary and indigenous schools.*

Kind of school.	Number of schools on 31st March.		Number of scholars on 31st March 1898.				Number of scholars on 31st March 1897.			
	1898.	1897.	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.
Unaided Primary.	25	18	397	82	50	529	434	83	...	517
Arabic or Persian ...	900	959	3,155	8,193	38	11,386	3,141	7,805	3	10,949
Sanskrit ...	303	293	4,695	2	....	4,697	4,122	2	...	4,124
Other oriental classic,	43	35	834	468	60	1,362	254	45	...	299
Elementary institutions teaching vernacular only or mainly.	3,431	2,865	3,3214	10,732	1,732	45,678	31,003	7,354	1,785	40,142
Elementary institutions teaching the Koran.	1,325	1,334	1	13,298	...	13,299	96	14,267	...	14,363
Total ...	6,027	5,504	42,296	32,775	1,880	76,951	39,050	29,556	1,788	70,394

84. Unaided primary and indigenous schools show a considerable increase in the number of institutions, occurring among the elementary institutions teaching the vernacular. In Oudh there was a loss of 122 schools, shared equally between the two last classes of institutions. The Allahabad Division returns a gain of 170 elementary vernacular schools and of 37 Koran schools; but the figures cannot be accepted as correct. In the Benares Division there was a loss of 39

vernacular schools, and a gain of 19 Koran Schools. In the fourth Circle there is an increase of close on 500 schools; and this is due to rules having been issued to the Deputy Inspectors to secure a more careful and complete compilation of these returns than in previous years. The increase was almost entirely among elementary vernacular schools. Concurrently with the increase in the number of schools there is a substantial growth in the enrolment, amounting altogether to 6,557, but occurring for the most part in elementary vernacular schools. The increase among Hindus is practically the same as among the Muhammadans.

The character of the teaching in these schools was described in my last report. Many of them are of doubtful utility from an educational point of view. The attendance both of teachers and scholars is said to be very irregular, and the schools are frequently closed for considerable periods of time.

CHAPTER VII.—TRAINING SCHOOLS FOR TEACHERS.

SECTION A.—*Anglo-Vernacular Training College.*

			1898.	1897.
Number of Colleges.			1	1
Number of Scholars on March 1st	Government stipendiaries.	Junior ...	8	11
		Senior ...	12	12
	Non-stipendiary Students.	Junior ...	1	3
		Senior ...	...	2
	Total ...		21	28
	Teachers attending Normal class ...		...	...
	Others		21	28
			Rs.	Rs.
Expenditure ...	On establishment and contingencies,	From Local Funds ...	3,299	1,116
	On stipends ...	From Local Funds ...	1,765	818
	TOTAL ...		5,064	1,934
Results of examination.	Number of candidates ...		21	28
	Number of passsed in Senior class,		11	13
	Ditto Junior class,		8	11
	Total passed ...		19	24

85. There are seven students less on the rolls this year than last. On the 24th of August last there were 24 students—12 seniors and 12 juniors. Of the juniors one left because the work was beyond him, another was dismissed for lying and disobedience, and the third left to take up a clerkship.

The large increase of expenditure is due to the fact that last year's expenditure was for four months only, while this year it is for a period of 12 months.

There are 20 stipendiary and one non-stipendiary students—12 senior and nine junior. The junior non-stipendiary student is a Christian sent by the Church Mission School, Lucknow.

Eleven out of the twelve senior students, and eight out of the nine junior students, were awarded certificates at the Final Examination held in April. A junior certificate was also awarded to one private candidate.

Seventy lessons have been given in the Model School, every lesson being fully criticised, and the Principal reports that the criticisms have been particularly good. He says further :" I have witnessed with pleasure the struggles of students to make their lessons worthy of being presented before so many critical eyes. A black board has been lent to the men in the boarding house, which has been used regularly for practising purposes after school hours. I know that all the lessons, even for the Model School, were rehearsed again and again in the boarding-house." This remark points to remarkable earnestness and a desire to do well.

The students have not had the physical training necessary for them. The tennis club started last year has been kept up and the students played regularly. But Mr. Kempster remarks : "It is absolutely necessary that they should be taught drill and gymnastics as well as football and cricket, &c. I want my men to be able to train the teams of the schools they join, which at present they cannot do. I have been repeatedly asked for men who are able to do this." What is wanted is a good play-ground, and that the Principal should be able to live nearer the college than at present, so as to be able to look after the students. But a house at a rental suitable to his pay cannot be got within three or four miles.

Fifteen students live in the boarding-house, and they are supplied with four servants by Government. The students have been healthy, and the monthly reports of the monitors show that they are comfortable and happy. Their conduct has been satisfactory, with one exception referred to in the first paragraph of this chapter.

Furniture and apparatus have been improved. A library has been started, and contains 31 of the best professional books available. Macnaghten's "Common Thoughts on Serious Subjects," Spencer's "Aims and Practice of Teaching," and Murray's "Physics" have been added to the text-books this year.

Lectures have been given on Theory, with a special series of lessons on Induction and Deduction as applied in the analytical method of teaching. Great attention has also been given to the Socratic method of teaching—method has received full attention. A great feature this year has been the making of geographical models of different countries: some of these were excellent, particularly India, which showed mountains, running rivers, table-lands, towns. Last year a similar attempt was made, but it was not worthy of comparison with this year's work. The Inspector of the Oudh Circle visited the classes, when he had time, during the year, and reports that he was particularly struck by the lesson of a junior on "The Adverb." It was perfectly logical and well worked out. He also saw a lesson on "Practice" given by an old student, now a Model School teacher. It was excellent.

No difficulty is found in obtaining employment for certificated men: in fact there is need for more men who have passed with success through the Training College.

The work of training both seniors and juniors is too much for one man. We need badly an assistant able to lecture on science and mathematical teaching, together with a properly equipped laboratory. It has been found that numbers of students are weak in Hindi or Urdu, which points to the necessity of having two more really good teachers, one for Sanskrit and Hindi and one for Persian and Urdu. When the staff is increased, the History of Education should be added to the course, but at present this is a practical impossibility. The Principal reports that 120 hours, or more than a month of school days, have been spent in the Model School, and that, thanks to the kindness of Mr. Birkett, of the Church Mission School, all the senior students have had two weeks' continuous teaching in his High School, the juniors having the same in the Model School.

A great number of outsiders have visited the institution for information, and many of the students have been asked to give model lessons in various Lucknow schools, and instruction has been sent to various persons who asked for advice. This points to the fact that the influence and utility of the school is being widely felt.

Of the 21 students enrolled 18 were Hindus, 2 were Muhammadans, and 1 was a Christian. I cannot close this section without acknowledging the good work Mr. Kempster has done during the year, and the earnestness he has thrown into it.

SECTION B.—*Normal Schools for Male Teachers.*

			1898.	1897.
	Number of Schools.		3	3
Number of Scholars on March 31st.	Government stipendiaries ...	1st year ...	156	161
		2nd „ ...	156	160
	Other stipendiary students...	1st „ ...	1	...
		2nd „ ...	...	...
		Total ...	313	321
	Teachers attending Normal Class	...	197	...
	Others	...	116	...
			Rs.	Rs.
Expenditure.	On establishment and contingencies.	From Local Funds ...	20,386	21,757
		From other sources ...	417	310
		Total ...	20,803	22,067
	On stipends ...	From Local Funds ...	21,631	19,004
		From other sources ...	79	...
		Total ...	21,710	19,004
		GRAND TOTAL ...	42,513	41,071
Results of Examination.	Number of candidates ...	...	155	160
	Number passed in division I ...	...	78	62
	Ditto Ditto II ...	...	18	45
			96	107

86. There are still only three Normal Schools for the five circles. A fourth would have been opened at Moradabad, but the Government was at the last moment unable to find the necessary funds. The number of students is short of the full sanctioned number and less than last year, owing partly to the deficient accommoda-

tion at Agra, and partly to the expulsion of some students for serious misconduct or for general inefficiency; the names of some were also struck off in the course of the year for ill-health or for continued absence. The majority of those under training are teachers deputed for the purpose.

Expenditure.—The cost of establishment and contingencies of these institutions has increased at Lucknow owing to the purchase of beds, boxes and text-books; but has decreased at Agra and Allahabad, the net saving being Rs. 1,264. The expenditure on stipends has risen, mainly owing to the scholarship-holders in the months of April, May, June and July being much more numerous than in the previous year.

Stipends are of the value of Rs. 6 per mensem, as last year. In the Agra school there is one stipend-holder sent by the Gwalior State.

Examinations.—At the certificate examination at the close of the year 155 candidates presented themselves, of whom 96 passed, 78 qualifying for the higher certificate by obtaining a place in the 1st division.

Practical work suffers owing to the imperfections of the practising schools, which are too small, and not provided with a competent staff. Science lessons, too, at least in Lucknow, have to be given to Normal School students by their fellows, which is never so good for practical experience as actual class teaching.

Drill and gymnastics receive attention, and those who pass out from the Normal Schools are found to be particularly useful in introducing the proper methods in vernacular schools.

Boarding houses.—The Allahabad boarding house is somewhat defective in construction, so that it is cold and draughty in winter and very hot in summer. But the Lucknow building is the worst, and the District Engineer reports that, as it is at present, the rooms are *not fit for habitation.* It is evidently not a place that Government stipendiaries should be required to reside in.

The conduct of the majority of the students has been fairly satisfactory; exceptions have been promptly dealt with by expulsion of the offenders or otherwise.

Employment of teachers.—As a general rule trained teachers from the Normal schools are welcomed in all the districts, and suitable appointments are found for them without delay. But I hear that this is not always so with those in the Benares Division, where the men sent out from the Normal School are sometimes underpaid; and the Head Master of the Lucknow School reports that in one case a Deputy Inspector wrote to him that he proposed to give Rs. 4 to one man and Rs. 5 to another, but both of them refused the offer. This pay is obviously insufficient for men who have gone through a good course of training extending over two years, and it is less than the minimum fixed by Government in the case of assistant teachers, even when uncertificated. An explanation of the circumstances will be called for. The Normal School can never prosper so long as it is supposed to be a reformatory where old and thick-headed teachers, whom the Deputy Inspectors want to get rid of, are sent as a punishment, and so long as the Deputy Inspectors do not feel that trained labour is better than untrained.

With regard to the work of the trained men who have passed through the schools since their reorganisation in 1895, it is satisfactory to be able to state that they have done well as village school teachers, while some have already achieved a reputation and obtained rewards and promotion as the result of their year's work.

CHAPTER VIII.—PROFESSIONAL AND TECHNICAL EDUCATION.

SECTION A.—*Law Classes.*

87. The statistics of the Law Classes are contained in the following statement :—

Institution.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.				Expenditure.			
			Bachelor of Laws.	High Court Vakil.	Pleadership.	Total.	Public funds.	Fees.	Other sources.	Total.
							Rs.	Rs	Rs.	Rs.
Muir College	65	92	13	1	7	21	616	4,484	...	5,100
Canning College ...	58	99	10	5	13	28	...	3,075	1,725	4,800
Queen's College	11	39	3	...	2	5	2,132	708	...	2,840
Aligarh M. A.-O. College ...	22	28	5	3	3	11	...	831	1,929	2,760
Agra College	43	47	6	2	2	10	...	1,657	743	2,400
Bareilly College... ...	16	17	2	...	...	2	...	469	371	840
St. John's College ...	13	13	1	...	...	1	...	420	840	1,260
Meerut College	32	8	3	...	...	3	...	600	...	600
Total, 1897-98. ...	260	343	43	11	27	81	2,748	12,244	5,608	20,600
„ 1896-97 ...	366	268	41	7	7	55	1,872	16,014	3,787	21,673

The exclusion of undergraduates from the two years' course of study for the LL.B. Examination has reduced the number of law students from 366 to 260. The Aligarh class alone has lost 71 students. The class at Queen's College is the smallest, and the fees do not cover one quarter of the expenditure, the rest of which, scarcely fairly, falls upon public funds, at the rate of nearly Rs. 200 per student. If there is one branch of study which might fairly be expected to pay its own way out of fees, it is that which leads to the honorable and lucrative profession of the law.

The number of candidates for examination has expanded enormously, and is the highest on record as regards the Bachelor of Laws and the High Court Vakíl ; but this is only a passing phenomenon due to the fact that it was the last occasion on which undergraduates could be admitted to the LL.B. Examination.

There is no marked change, however, in the number of successful candidates, except at the Pleadership Examination. Judging by the results, the standard of this examination was exceptionally adjusted to the attainments of the candidates.

Expenditure has fallen by rather more than Rs. 1,000, including Rs. 400 at Canning College and Rs. 600 at Aligarh. The increase in the burden on public funds necessarily follows from the diminished fee income at the two Government institutions ; and a similar cause in aided colleges produces a like effect on the expenditure from "other sources."

The following gives the details of the number competing at the various examinations, with the results :—

		1897-98.	1896-97.
Bachelor of Laws ...	Candidates	216	191
	Passes	43	41
High Court Vakíls ...	Candidates	45	26
	Passes	11	7
Pleadership ...	Candidates	82	51
	Passes	27	7
Total	Candidates	343	268
	Passes	81	55

SECTION B.—*Medical Education.*

88. A medical school is maintained by Government at Agra for training hospital assistants. The school has two departments : one for men and one for women. On 31st March 1898 there were 200 men and 59 women on the rolls of the school. Of these 1 was a European or Eurasian, 62 Native Christians, 145 Hindus and 51 Muhammadans. The total direct expenditure on the school during the year under report amounted to Rs. 23,871 against Rs. 23,080 in the previous year. The annual expenditure per student has increased from Rs. 91 to Rs. 92. As an annual report is not received from the Principal of the school, no further information can be given regarding the results of the examinations or other matters relating to the school.

There is no institution for higher medical education in these Provinces. Two scholarships, each of the value of Rs. 15 a month, and two more at Rs. 12 each, tenable in the Medical College, Lahore, are given by the Government of these Provinces to students who are residents of these Provinces. The Government gives annually two appointments of Assistant Surgeon to the best students of the year who pass the Final Examination, provided they are pronounced to be physically fit for the service.

SECTION *C.—Thomason Civil Engineering College, Roorkee.*

89. The following information is taken from the College Report for the year:—

The new sanctioned course was brought into effect on the 1st November 1897, students joining on that date entering under the new rules. These new rules extend the course, in the case of the Engineer class, from two to three years, and in the case of the Upper and Lower Subordinate classes alter the date of students joining from the 1st April to the 1st November, the length of the course remaining the same as before.

The two Professors sanctioned by the Secretary of State reported their arrival during the course of the year, and considerable progress has been made towards carrying out the scheme for technical education of Engineer students under the new three-year system. A practical course in Physics has been organized by the Professor of Natural Science, and entered upon by the students who joined in November 1897, the apparatus, to a large extent, having been made at the College workshops. Additional apparatus required has been entered in this year's indent on the Secretary of State, and when obtained this subject will be placed on a satisfactory basis.

Sanction was obtained for the Students' chemical laboratory in the month of March of this year; progress has been made in obtaining the necessary materials, &c., for the laboratory, which is to be fitted up by the College; and it is expected to be completed so that the students now at the College will have a practical chemical course in their second year.

The technical workshops to complete the scheme have been sanctioned, and a portion of the necessary funds allotted. The principal parts of the machinery, tools, &c., required have been indented for from England. The plans and detailed estimate for buildings to accommodate the plant are being prepared by the Public Works Department.

The Technical Instructor required by the scheme has been applied for to the Government, N.-W. Provinces and Oudh, and it is hoped that he will arrive in time to assist at the erection of plant in the workshops.

Changes in the Staff of the College.

Lieutenant-Colonel J. Clibborn, I.S.C., Principal, availed himself of 18 months' furlough from the 3rd April 1897, and Captain E. D. Bullen, R. E., was appointed to officiate as Principal, but owing to his sad death on the 8th March 1898, Lieutenant H. B. D. Campbell, R. E., took up the duties of the Principal as a temporary measure on the 11th March 1898. Lieutenant E. L. Hardcastle, R. A., took up the duties of the Military Assistant Principal temporarily on the forenoon of the 21st March 1898.

Messrs. E. F. Tipple and F. W. Sedgwick, Professors of Mathematics and Natural Science, who were appointed by the Secretary of State, took up their duties on the 5th April and 26th October 1897, respectively.

The details of the entrance examination for students joining the Engineer class on the 1st November last, and the present strength of the College, are shown in the following Table:—

Statement showing the number of College Students, &c.

	Civil.		Military		Total —	
	English.	Native.	English.	Native.	Of all.	In residence.
Engineer Class.						
Second year students	10	4	...	...	14	14
First „ { Old	5	18	...	...	23	19‡
First „ { New	7	11*	...	...	18	18
Candidates examined in June 1897	9	9	...	...	18	...
„ passed, ...	7	5	...	...	12	...
„ admitted, privileged	6	6*	...	...	12	} †
„ „ unprivileged	1	5	...	...	6	}
Upper Subordinate Class.						
Apprentices on works	6	4	5	...	15	...
Second year students, ...	7	9	8	...	24	23§
First „ „	7	12	12	...	31	31
Candidates examined for next year	...	...	...	...	...	...
„ passed	...	...	...	...	...	...
„ admitted, privileged	...	...	...	...	...	...
„ „ unprivileged, ...	...	...	...	...	...	...
Lower Subordinate Class.						
Second year students, unprivileged	...	24	...	...	24	24
First „ „ privileged	...	40	...	...	40	40
„ „ „ unprivileged	...	12	...	...	12	12
Candidates examined for next year	...	...	...	...	...	...
„ passed	...	...	...	...	...	...
„ admitted, privileged	...	...	...	...	...	...
„ „ unprivileged	...	...	...	...	...	...
Mechanical Apprentice Class.						
Second year students	...	7	...	...	7	7‖
First „ „	...	9	...	...	9	9
Industrial Class.						
Second year students—						
Section I, Printing trade	...	2	...	...	2	2
„ II, Photography and Photo.-Mechanical work	...	3	...	...	3	3
„ III, Art Handiwork	...	3	...	...	3	3
First year Students—						
Section I, Printing trade	...	2	...	...	2	2
„ II, Photography and Photo-Mechanical work	...	3	...	...	3	3
„ III, Art Handiwork	...	6	...	...	6	6
Military Survey Class.						
Students	...	...	7	10	17	17
Junior Civilian Survey Class	...	...	...	...	...	...
Grand Total	65	194	32	10	301	233

* Including one Telegraph student nominated by Sibpur College.
† Included in first year (new) students.
‡ Four unprivileged Native students left.
§ One Military student resigned.
‖ Excluding two students dismissed.

The results of the entrance examination for Engineer class students only are shown, as the students of the other two classes who entered in November 1897 were examined in December 1896, and were shown in the report of the preceding year.

The College is attended almost as largely by students from the Panjáb as from the North-Western Provinces and Oudh.

Mechanical Apprentice Class.—The class for Mechanical Apprentices was opened on 1st December 1896.

The first year's course of instruction, December to July, was in carpentry, joinery and pattern-making, with a little moulding, only sufficient to show the use and application of pattern-making.

In November 1897 this class returned for the second year's training, which is in iron-fitting and finishing; and a new class was likewise started for the first year's training in carpentry, joinery, &c., as the former one had been.

The conduct of the apprentices has been good, and they show intelligence and application to their work.

Industrial Class.—*Printing Section.*—*Two* candidates joined the class during February and March 1897 and *two* on 1st November 1897. The former have been through a course of compositor's and press-work and the latter of composing work. All students have worked satisfactorily and take an interest in their work.

Photograph Section.—There are at present *six* students in this Class. *Three* joined in March 1897, and *three* in November 1897. This class has been instructed

in all branches of dry and wet plate photography, in printing in silver, bromide, platinotype and carbon, and also in enlargements. They also take up the preparation of photo-transfer prints, and have rendered useful service in carrying out and assisting in some of the manipulations of Half-Tone Process work. The progress of the class is satisfactory and the result encouraging.

Wood-Carving Section.—In this section there remain at present but *two* students. *Six* joined in March 1897, but of these, *three*, who were blacksmiths, were sent back to Lucknow, and *one* resigned in March 1898. He made little progress and had been warned that his stipend would be reduced. The work of Sadhu Singh, the Instructor of this class, has been satisfactory. He is an able man and takes great interest in his class.

PHOTOGRAPHY AND FERROTYPE.—The following students were instructed in Photography this year, all of whom qualify :—

Engineer class	6
Upper Subordinate class	6
Lower „ „	3
	15

Half-Tone Process Work.—Photographic engraving in half-tone on copper or zinc has been successfully worked up into a practical form this year by Mr. O'Neill, Instructor, Photographic Department. The process will be worked in conjunction with the College Press for reproductions from photographs, pen and ink sketches, or wash drawings suitable for book illustration or other purposes, the engraved plate being alike suitable for setting up and printing with letter-press matter, or for printing on separate sheets.

QUALIFICATION OF STUDENTS AT THE FINAL EXAMINATION.

Engineer Class, Second Year.—Of this class of *eighteen* men *six* failed to qualify at the end of their first year, but of these the two standing highest on the list were permitted to return. *Thirteen* of the *fourteen* thus remaining have now qualified, gaining certificates. It was stated in last year's report that the marks gained by this class were not as good as usual, and though there has been a marked improvement in their second year's work, the marks are still slightly below the average.

Only one higher certificate is granted this year, this being gained by Mr. Bradley, who stands 3rd on the list. The two men above him failed to obtain this certificate, owing to their not obtaining the necessary marks in Higher Pure Mathematics.

Mr. Cole heads the list and gains the drawing prize. Mr. Smith is second with prizes for Engineering Design (Thomason Gold Medal), Civil Engineering, Surveying and Photography. Mr. Bradley takes third place with a Higher Certificate and gains the Council of India Prize of Rs. 1,000 and the Cautley Gold Medal for Mathematics. These *three* students did very good work during the year, and the competition between them was exceedingly close.

Engineer Class, First Year.—(Joined 1st April 1897). The marks gained by this class are not quite up to the average of former years; but in this connexion it should be noted that of the *twenty-three* who joined the class, *twelve* entered the College as unprivileged students. During the year *four* unprivileged students resigned, *three* of them finding the course too difficult. *Two* students failed to qualify.

Upper Subordinate Class, Second Year.—Of the *twenty-four* men who qualified at the end of the first year, *one* resigned. The remainder, with the exception of R. N. Shukul, who fails in physique only, have qualified as Overseers; *thirteen* having gained the higher certificate as Sub-Engineers.

Upper Subordinate Class, First year.—This class is numerically much stronger this year, *thirty-one* men having been admitted. Of these *twenty-four* are privileged students, and the remaining *seven* are paying fees. They entered under the new system on the 1st November last, and will not be examined for their first year test until July 1898.

Lower Subordinate Class, Second Year.—All the *twenty-four* students who composed this class and rejoined in April 1897 have gained their certificates as Sub-Overseers, and offers of employment are available for all of them.

* * * * *

Lower Subordinate Class, First Year.—*Fifty-two* students, *forty* privileged and *twelve* on payment of fees, entered this class last November. They are under the new system and will not be examined before July 1898.

SECTION D.—*Industrial Schools.*

90. *Industrial School, Lucknow.*—The accompanying table shows the number of scholars, subjects taught, expenditure, &c.

		1897-98.	1896-97.
Number of scholars ...	On rolls on March 31st	109	179
	Average monthly enrolment	143	173
	Average daily attendance	118	150
	Percentage of attendance	82	87
	Learning drawing	109	179
	„ carpentry	77	118
	„ iron work	32	61
	„ glass blowing	11	13
	Number of scholarship-holders	23	21
Expenditure ...	Establishment and contingencies	Rs. 6,747	Rs. 7,400
	Scholarships	562	617
	Total ...	Rs. 7,309	Rs. 8,017
Expenditure met from ...	Provincial Revenues	Rs. 6,411	Rs. 7,240
	Fees	673	593
	Other sources	225	184
	Total ...	Rs. 7,309	Rs. 8,017

There has been a heavy fall under all heads. This has been the first year but one that there has been a check to the steady growth of the school. In 1895 the fall was due to the sudden reduction in the standard of English taught. But in the year under review, when the number on the rolls and the average daily attendance were greatest, and the ratio of average daily attendance to the average monthly number on the rolls the highest on record, and when there were more applications for admission than could be found room for, and while the cost per boy was actually reduced in spite of increased expenditure, the rules were changed for the third time, and, with the change, numbers have steadily dropped.

In November last I sanctioned the opening of a preparatory class, and this has counteracted the evil to some extent.

Of the 109 pupils on the rolls on the 31st of March last—

18 are relatives of railway artisans ... ...
5 ditto other do ... ...
1 Eurasian ... ...
1 orphan from the Bareilly Arya Samáj ... ...
} Free.

84 paying students, chiefly sons of clerks.

Of these, 60 were Hindus and 47 Muhammadans as against 87 and 85 in 1896-97. The new curriculum would appear from this to have been felt most hardly by Muhammadans.

From the above it will be seen that artisans do not take full advantage of the school, and in no year but the first have the 100 free scholarships been taken up. This is probably due to the fact that the artisan class is too poor to maintain boys during the time they are at school, and we must therefore look to stipend holders and sons of better-to-do people to remain for a full course. In order to make the school what it was intended to be, mainly a school for the sons of artisans, it would appear necessary to add small stipends to the free studentships; a measure which could scarcely fail to be effective.

Expenditure.—Rupees 6,747 were spent during the year, of which Rs. 898 were recovered from fees and sale proceeds. The net expenditure therefore was Rs. 5,849 against Rs. 6,623 of the previous year. The head "establishment" shows a slight increase due to the Head-Master's increment of Rs. 10 and to famine allowances to servants; but contingencies show a heavy fall, and this accounts for a less net expenditure of Rs. 774 in the total.

Fees have increased and have been augmented by fines for absence to the extent of 18 per cent. of the total amount collected, against 11 per cent. of the previous year, thus showing greater irregularity of attendance.

Other income.—The sale proceeds amounted to Rs. 225 against Rs. 184 in the preceding year. The outside orders were small, but were quite as much as could be carried out this year, on account of the increased curriculum.

Scholarships.—As a sign of the unpopularity of the new rules, only 20 out of the 29 sanctioned scholarships were taken up, some of the best boys having left the school.

Examinations.—The annual examination was held in May 1897, when out of 154 students 92, or 59 per cent., passed in all subjects, as against 58 per cent. in the previous year. The boys did best in Drawing and Iron-work. At the annual inspection held lately the boys did satisfactorily in English, Vernacular and Arithmetic, and were making progress in Drawing.

Course of study in manual training.—The new course introduced in July last extends over a period of six years, or three less than the one which it superseded.

In carpentry advanced carving has been done away with, but more advanced joinery and fret-work have taken its place. Lock and steel tool making have been added to the iron-work course.

The latter two courses are so arranged as to prepare boys either for the mechanical apprentice class at Roorkee, or to enable them toset up for themselves as superior artisans.

The Principal of the Roorkee College, who had been over the school before, remarked in the inspection book on the occasion of his last visit that "there was decided inprovement," and other visitors note that "everything was carried on in a methodical and thorough manner." There is reason to think that most of those who have left the school have gone away with means at their command of earning a good living.

Most of the boys who left the school during the year have obtained employment as artisans in the railway workshops on salaries ranging from Rs. 10 to Rs. 14.

In response to a circular issued under the orders of Government to the heads of different Railways, only two Railways so far, *viz.*, the East Indian Railway and the Bengal-North-Western Railway, have asked for lists of passed students, and they will get early information when passed men are available. The Loco. and Carriage Superintendent, Oudh and Rohilkhand Railway, has taken one of the best drawing boys as an apprentice in his draughtsman's office on Rs. 10 a month, and the Engineer of the Jaunpur Division of the same Railway has taken a blacksmith on Rs. 10 rising to Rs. 20.

The present building is in many ways unsuitable, but a new school-house is being erected. Good desks and many other necessary articles of furniture have been made in the school.

A complete set of science apparatus has been made for the Etáwah High School and some instruments for the Deputy Inspector of Schools, Fyzabad, and the Lucknow Queen's Anglo-Sanskrit High School. Instruments have been repaired for various schools.

The affiliation to the Thomason College does not seem to have attracted many students. In 1896 the Head Master was able to send up nine boys for the mechanical apprentice class, last year only five were to be found; and this year the number either willing to go or deserving to be sent will probably not be more than three. For the Art Handicraft class he does not think he will be able to get the full complement of six. The reason appears to be that in no circular is there any specified guarantee of appointment. Hence boys prefer a small local certainty to a distant uncertainty.

Other Industrial Schools.

91. No statistics or report have been received regarding the Unaided Industrial School, Cawnpore.

There is one industrial school at Gorakhpur, maintained by the Church Mission Society. It is attended by 126 scholars and maintained at a cost of Rs. 840 per annum.

The Industrial Orphanage which existed at Cawnpore has now become a vernacular school, and its statistics have been included among those of vernacular schools. But out of the 29 scholars 4 go to the Army Boot Factory and 14 to the Victoria Mills during the day, the remainder being too young to be apprenticed to a trade.

There is one industrial school for girls at Benares attached to the Female Normal School, Sigra. It is attended by 109 scholars and maintained at a cost of about Rs. 800 per annum.

SECTION E.—*Agricultural School, Cawnpore.*

			1897-98	1896-97.
Total on rolls on March 31st		... ...	32	30
Average daily attendance		... ...	*22·4	28·2
Number of scholarship-holders		... ...	8	8
Expenditure	Establishment and contingencies	...	Rs. 4,865	Rs. 4,380
	Scholarships	...	430	440
	Total Expenditure	...	5,295	4,820
			Rs.	Rs.
Expenditure met from	Provincial Revenues ...	...	2,698	2,410
	Other sources (Patwári Funds)	...	2,698	2,410
	Total	...	5,396	4,820
Results of School Final Examination.	(1) Elementary Physics Chemistry. Number of candidates.		13	18
	(1) Elementary Physics Chemistry. Number passed ...		13	16
	(2) Agriculture and Surveying. Number of candidates.		13	18
	(2) Agriculture and Surveying. Number passed ...		10	14

* The decrease in average daily attendance is due to the fever which prevailed in the months of October, November and December.

92. *Staff.*—During the year under report, the staff consisted of the Principal and two Assistant Masters.

At the end of September 1897, M. Gulab Rai, Science Teacher, took leave and joined the Engineering College, Roorkee, as a student. His post remained vacant till the middle of January 1898, when Mr. B. V. Patwardhan, a Mahrashtra Bráhman, and a passed agricultural student of the Baroda College, was appointed as third master in his place.

Babu Ganga Prasad, Kanúngo Inspector, was deputed to the school as a survey instructor by the Director of Land Records and Agriculture. He trained the second year class students in practical survey from the 3rd January 1898 to 20th February.

Number and distribution of scholars.—There were 32 students in the school: 17 in the second-year class and 15 in the first-year class. The following tables show the examinations they passed previous to their admission into the Agricultural, School, and the castes they belong to:—

	Second-year class.	*First-year class.*
Entrance and School Final	8	14
Middle English	9	1
Total ...	17	15
Ját	1	...
Muhammadans	3	3
Baniyas	2	1
Bráhmans	2	5
Kayasths	9	5
Kurmi	...	1
Total ...	17	15

Out of the 17 second year class students 15 are for kanúngoship or other revenue services, one is being trained as an agricultural teacher, and one is qualifying himself for agriculture or state management. The last named student has been sent by the Jodhpur State, and holds a scholarship of Rs. 15 a month. He will, on passing out, be employed by the State on agricultural work.

In the first-year class 13 are for kanúngoship, and two are qualifying themselves as agricultural teachers.

The majority of the students of both classes belong to well-to-do families with some social status, and having some sort of interest in land.

As regards expenditure, fees, scholarships and the results of the School Final Examination of the Allahabad University, the statement prefixed to this section gives full information.

Practical and out-door work.—About three-fifths of the time of an ordinary working day is devoted to practical and out-door work. When ploughing, sowing or irrigating of the students' plots or surveying of a large tract require it, the regular work according to the time-table is suspended, and the whole time of the students is devoted to the special work. The following table shows the distribution of the

working and non-working days of the senior class during the school year up to the end of April last:—

Sanctioned holidays and Sundays	58
Days in which the work was actually carried on according to the time-table ...	140
Those in which the time-table was suspended for plot cultivation and surveying etc.	64
Days occupied by examination and preparation for examination	27
Total ...	289

As in previous years students devoted a number of their holidays and a considerable portion of their leisure time to the practical work on their fields.

Plot cultivation.

The wheat crop grown by the senior students as usual yielded a heavy outturn. The method of cultivation was the same as that of the previous year. But their potato crop, for want of manure and owing to the deficiency of water, was a failure. They were equally unsuccessful with a mixed crop of barley and gram. The first-year students grew small plots of gram and have planted sugarcane. They are said to be doing their field work willingly and cheerfully.

Practical surveying.

The senior students devoted about 50 days during the year to this work exclusively, in addition to the time allotted in the time-table.

The 13 students of the first-year class were deputed to Aonla in the Bareilly district on the 19th of November to join the survey party there in order to receive more efficient training in practical survey than the students of this school had hitherto received. They worked under the officer in charge of the survey party for more than two months. All of them passed except one. The result was as follows:—

As a plane-table surveyor, 1st class	12	Students.
„ draftsman, 2nd class	12	Do.
As an estimator, 2nd class	12	Do.

Botanical specimens.

The students of both classes this year displayed special interest in collecting and preserving agricultural plants. They did this work chiefly during the holidays or in their leisure hours.

Laboratory practice.

The laboratory practice consisted of the qualitative analysis of compounds containing the bases and acids as detailed in the school syllabus.

This year also the students, for want of time, could not practise themselves in the chemical manipulation as mentioned in the syllabus, nor could arrangements be made for instruction in organic chemistry.

Physical training.—Though gymnastics has become a regular part of the school course, the school does not possess a regular instructor. Football is played for an hour in the evening of the working days of the school. Attendance is made compulsory.

The lawn tennis club which was formed two years ago has become now very popular with the students. In the year under report Rs. 115-6-0 were realised from subscriptions, and Rs. 92-6-0 were spent in purchasing bats, balls, or nets, etc., and keeping the courts in good order.

The riding club this year possessed three mares (rejected cavalry chargers), besides a pony presented to the club by a passed student of the school. An examination in riding was held in April last by the Director of the Department of Agriculture, and the Deputy Inspector-General of Police. The students have not had the opportunity of receiving lessons in riding by a professional rider, and five of them were found badly lacking in some important points of horsemanship. The Dafadár of the mounted police troop at Cawnpore has now been engaged to come and give the students a lesson once a fortnight.

The monthly collection of this club during the year amounted to Rs. 38-9-6 and the admission fees and donations for purchasing a third mare to Rs. 211-8-0. The practising ground laid out last year is now ready for the use of students. One student obtained a first class certificate and ten obtained 2nd class certificates. Besides the amount the students have subscribed for the purpose, the sale proceeds of six acres of indigo grown by them were to be utilized for purchasing two good horses in July.

The boarding house affords accommodation for 18 students only, and the rest of the students are living in the out-houses attached to the school building and in the kitchen-houses of the boarding house, the cooking being done, as in the last year, under a thatch put up for the purpose.

A project and plan for more spacious quarters for the Superintendent of the boarding house, two rooms for the first class boarders, and three more rooms for the 2nd class boarders, a reading room for the students, and new quarters for the servants, etc., will soon be submitted to the Government.

Conduct of the students.—As in previous years the conduct and behaviour of the students have been perfectly satisfactory.

Employment of passed students.—Up to date 45 students have passed out of the school and hold the final certificate. They are at present employed as below :—

Naib tahsíldárs on special duties on Rs. 50	2
Kanúngos on Rs. 30 to 35	9
Naib Registrars on Rs. 15	5
Farm Bailiffs on Rs. 35 to 50	2
Farm Overseer on Rs. 15	1
School Service on Rs. 15 to 25	2
Manager, Court of Wards, on Rs. 40	1
Sazawar on Rs. 25	1
In the service of Rája of Náhan	1
In Gwalior State on Rs. 35	1
In Bharatpur on Rs. 30	1
Civil Court Amín on Rs. 40	1
Managing his own estate	1
Not known at present	17
Total	45

Some of the passed students who were employed as famine naib tahsíldárs have performed their duties to the entire satisfaction of their superior officers, and have obtained very good certificates from them. They have been selected and nominated as approved candidates for permanent naib tahsíldárships.

Only such candidates are now admitted as have passed the Entrance or the School Final examination of any University, into the sections intended for (*a*) kanúngo and other revenue appointment; (*b*) persons wishing to qualify as agricultural teachers.

It is not yet considered feasible to raise the standard of educational qualification for admission into the section intended for sons of landowners. Middle English candidates, and even those who have not passed this test, have to be admitted.

CHAPTER IX.—FEMALE EDUCATION—NATIVE.

SECTION A.—*General.*

Number and distribution of schools and scholars, and expenditure.

Division.	Year.	Number of institutions.	Number of scholars.				Expenditure.			
			In College classes.	In Secondary stage.	In Primary stage.	Total.	Public funds.	Municipal funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Agra ...	1897-98	38	...	19	1,182	1,201	6,721	205	17,461	24,387
	1896-97	44	...	7	1,411	1,418	6,321	270	15,914	22,505
Bundelkhand ...	1897-98	4	...	...	116	116	196	120	...	316
	1896-97	2	...	...	43	43	180	...	...	180
Lucknow ...	1897-98	51	13	72	1,830	1,915	8,312	3,684	17,040	29,036
	1896-97	52	15	70	1,832	1,917	8,617	4,067	10,640	23,324
Fyzabad ...	1897-98	19	...	29	604	633	2,754	254	7,222	10,230
	1896-97	13	...	15	396	411	2,350	110	5,659	8,119
Allahabad ...	1897-98	24	...	25	1,035	1,060	5,589	666	24,747	31,002
	1896-97	24	...	24	913	937	6,118	138	14,014	20,270
Benares... ...	1897-98	33	...	16	1,980	1,996	7,900	589	11,084	19,573
	1896-97	29	...	45	1,643	1,688	6,096	653	13,369	20,118
Rohilkhand ...	1897-98	88	...	43	3,020	3,063	10,553	480	25,511	36,544
	1896-97	82	...	42	2,703	2,745	10,280	686	19,802	30,768
Meerut	1897-98	34	...	28	1,473	1,501	4,757	521	22,184	27,462
	1896-97	26	...	23	1,019	1,042	3,817	341	12,838	1,6996
Kumaun ...	1897-98	7	...	13	364	377	1,236	48	5,142	6,426
	1896-97	6	...	11	305	316	1,236	48	3,377	4,661
Total ...	1897-98	298	13	245	11,604	11,862	48,018	6,567	1,30,391	1,84,976
	1896-97	278	15	237	10,265	10,517	45,015	6,313	95,613	1,46,941

93. In order to make the statement more complete the statistics for the Woman's College, Lucknow, are incorporated in the foregoing tabular form, which shows the number and distribution of girls' schools and scholars and the expenditure from various sources in the different divisions.

There is an increase in the number of institutions for female education amounting to 20. In all the school stages there is an increase in the number of scholars, totalling up to 1,345.

The increase in expenditure since the last report is Rs. 38,035. Towards this public funds, including municipal, contribute Rs. 3,257, while the increase from private sources accounts for Rs. 34,778. Under each head the expenditure is greater than it has been in any of the six preceding years. The increase in the expenditure from other sources occurs mainly in Anglo-Vernacular schools.

94. Measures have been taken to encourage the training of female teachers on lines similar to those adopted in the Normal schools for male teachers. The Normal School at Sigra has been allowed a special grant for the purpose, and rules for the training of teachers there and at the Lál Bágh School, Lucknow, are under consideration.

95. The Government orders authorizing District Boards to open their Boys' Primary Vernacular schools to girls up to the age of eight have not been wholly without effect. The following are some of the references to the subject found in the district reports:—

Agra.—There are eight cases of girls receiving education in Boys' Primary schools in the district. The teacher at Kheragarh sets a good example by educating his two little girls along with the boys in his school: last year there were none.

Etáwah.—Only two girls have joined Boys' Primary Vernacular Schools, *viz.* in the Apurpur Village School.

Etah.—One of the most satisfactory features in this district is the attendance of girls in the ordinary village schools, and it is quite common to see Kayasth, Thákur and Bráhman girls sitting with the boys.

Jalaun.—At present there are four girls admitted into the Lower Primary stage of boys' schools.

Hamirpur.—Three girls received education with boys in primary schools. In one school the Deputy Inspector noticed a girl in the Lower Primary class I, who gave better answers than all the boys. She passed and gained a prize.

Fatehpur.—Eighteen girls were admitted into the Government Primary schools and were educated with the boys. The Chairman remarks that this is a movement in the right direction, and, though progress has been very slow, yet it is encouraging to find that a beginning has been made.

Bijnor.—There are five girls receiving education with boys in the Boards' Primary schools, and one girl from the Muhammadpur Rajori Village School has passed the Upper Primary examination. In Aided Primary schools there are 29 girls reading with boys.

Budaun.—Nine young girls have taken advantage of the privilege of attending boys' schools for their education.

Altogether there is an appreciable number of little girls under instruction in the ordinary primary schools, who, but for the Government orders referred to, would not have had any opportunity of getting educated. The result may be small so far, but at least it has secured the education of girls to the number of a hundred or two without the expenditure of a single pie of public money. The experiment is therefore by no means discouraging. There is some ground to fear that officers of the department, who are themselves opposed to the education of their own children in ordinary village schools, do their utmost to discourage others from availing themselves of the privilege which Government has opened to them. Where the Deputy Inspector has betrayed his prejudice against the admission of girls to these schools, it is found that no girls whatever are admitted.

SECTION B.—*Anglo-Vernacular schools for girls.*

96. The statistics for all institutions of this class, none of which are maintained by Government, though many of them receive a grant-in-aid, are given in the accompanying statement for the last two years:—

Anglo-Vernacular Schools and Colleges for Girls.

Class of institution	Year.	Number of institutions.	Number of scholars.				Expenditure.				
			In College classes.	In High stage.	In Middle stage.	In Primary stage.	Total.	Public Funds.	Municipal Funds.	Fees.	Other sources.	Total.
								Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	1897-98 ...	1	13	...	...	...	13	...	...	423	3,480	3,903
	1896-97 ...	1	15	...	...	...	15	...	...	462	2,700	3,162
Secondary Schools ...	1897-98 ...	21		27	190	1,912	2,129	15,363	60	8,625	73,175	97,223
	1896-97 ...	18	...	26	181	1,490	1,697	13,531	60	9,456	36,278	59,325
Primary Schools ...	1897-98 ...	7	...	...	...	508	508	4,266	462	364	11,426	16,518
	1896-97 ...	7		...	...	431	431	3,560	...	513	11,581	15,654
Total ...	1897-98 ...	29	13	27	190	2,420	2,650	19,629	522	9,412	88,081	1,17,644
	1896-97 ...	26	15	26	181	1,921	2,143	17,091	60	10,431	50,559	78,141

The increase in the number of girls learning English is 507 on 2,143, or nearly 24 per cent. This great advance takes place naturally in the Primary stage. The expenditure from public and municipal funds has increased by Rs. 3,000. Fees have fallen off by Rs. 1,000, and the expenditure from other sources has expanded by Rs. 37,522, a large sum. Of this the Methodist Episcopal Mission Girls' School, Cawnpore, accounts for Rs. 7,723; the Normal School, Sigra, for Rs. 3,964, and the Society for the Propagation of the Gospel Orphanage, Cawnpore, for Rs. 3,608. The facts before us testify to growing activity and earnestness in the cause of the higher education of girls.

97. At the Intermediate Examination of the Allahabad University the Woman's College, Lucknow, passed four out of the six candidates presented, one of them being placed in the 1st division. Also the Girls' High School, Allahabad, sent in one candidate, who passed the examination in the 2nd division.

At the University Entrance Examination there were 12 girls among the candidates: and they acquitted themselves with remarkable distinction, for nine passed, *viz*, four in the 1st division, two in the second, and three in the third; moreover three of the 11 Government scholarships awarded at the Entrance were won by female candidates. The schools represented were the Lál Bágh School, Lucknow, with six candidates, of whom three passed, one gaining a scholarship; the Girls' High School, Dehra Dún, with two candidates, both of whom were successful, and one was placed in the 1st division: and the Girls' High School, Almora, from which one candidate

appeared and passed. There were in addition three private candidates, all of whom passed, two obtaining scholarships.

Notwithstanding the institution of a separate English Middle examination for girls, there were not wanting some to try the complete course and examination prescribed for boys, and the Church Missionary Society Girls' High School, Agra, passed two girls, and the Jumna Mission and Dehra Dún schools one each.—

Middle English Examination for Girls.

Name of school.	Number of candidates.	Passed in Division.			
		I.	II.	III.	Total.
Lál Bágh Girls' High School, Lucknow	6	...	2	...	2
American Presbyterian Mission Girls' Boarding School, Dehra Dún	7	...	1	...	1
Jumna Mission Girls' Boarding School, Allahabad	6	...	4	1	5
Christian Girls' Boarding School, Moradabad	7	...	1	3	4
Girls' High School, Almora	2	...	...	1	1
Christian Girls' Boarding School, Gonda	3	...	3	...	3
Wesleyan Girls' School, Fyzabad	3	...	2	...	2
Girls' Boarding School, Muttra	1	...	...	1	1
Church Missionary Society Girls' School, Agra	1	...	...	...	...
Girls' Boarding School. Aligarh	3	...	2	...	2
Ditto Sítapur	5	...	...	1	1
Ditto Cawnpore	3	...	1	...	1
Ditto Bijnor	3	...	1	...	1
Girls' Orphanage, Pauri	2	...	2	...	2
Ditto Bareilly	6	...	...	...	...
Church Mission Girls' Boarding School, Meerut	3	...	...	...	..
Total ...	61	...	19	7	26

At the Middle English Examination for girls there were 61 candidates, an increase of 28 on the previous year. The number of passes rose from 22 to 26. The fact that 19 of the successful girls were placed in the second division speaks well for their average proficiency. The number of schools represented is 16, in place of only 9 which sent in candidates last year. The usefulness of retaining this examination in future is open to question. It is very nearly of the same standard as the Lower Middle Examination newly instituted for boys, which can be made to serve the purpose of girls by allowing them a little wider option in the choice of subjects. The Principal of the Medical School, Agra, recognises this examination as equivalent to the Girls' Middle English Examination for the purpose of admission to that institution.

It will be seen that most that is done in providing English education for girls is done by missionary agencies, the only institution not so managed being the Arya Samáj Girls' Orphanage at Bareilly, which does not meet with any encouraging success in the public examinations.

An annual Teachers' Conference has been instituted at Lál Bágh, Lucknow (the Woman's College), and the first meeting was attended by over forty members, nearly all of whom took part in the reading or discussion of papers. The conference is to be thrown open to all teachers in girls' schools who wish to attend.

SECTION C.—*Middle-Vernacular Schools for Girls.*

	Number of schools.	Number of scholars.			Vernacular Middle Examination.	
					Number of—	
		Middle stage.	Primary stage.	Total.	Candidates	Passed.
1897-98	2	28	28	56	8	6
1896-97	2	30	27	57	2	1

98. There are, as last year, two Middle Vernacular schools for girls, one in the city of Lucknow under the management of Miss D'Abreu, Inspectress of Schools, and the other at Gola in the Gorakhpur district. There are 28 scholars in the Middle section, instead of 30 returned last year. But it will be seen that eight candidates appeared for the Vernacular Middle Examination and that 6 passed, an improvement on last year. These candidates all appeared from the Lucknow School, and passed two in the 1st division, two in the 2nd, and two in the 3rd, and the results being excellent. The school in question is mainly attended by Muhammadan girls, and Miss D'Abreu is of opinion that if funds were available to provide a good Hindi female teacher a fair number of high caste Hindu girls might also be induced to attend.

It is proposed to amalgamate the Middle Vernacular Examination for girls with the Lower Middle (Vernacular) for boys, thus doing away with the complication of a separate and unnecessary examination.

SECTION D.—*Primary Vernacular Schools for Girls.*

(a) Schools under public management.

Division.	Year.	Number of schools.	On rolls on 31st March.			Expenditure.			Incidence per scholar.
			Upper Primary.	Lower Primary.	Total.	Public funds.	Fees and other sources.	Total.	
						Rs.	Rs.	Rs.	Rs.
Agra	1897-98 ...	20	24	393	417	1,922	9	1,931	4·6
	1896-97 ...	21	16	560	576	1,991	...	1,991	3·5
Bundelkhand ...	1897-98 ...	2	4	35	39	185	...	185	4·7
	1896-97 ...	2	3	40	43	180	...	180	4·2
Lucknow	1897-98 ...	32	75	756	831	5,405	...	5,495	6·5
	1896-97 ...	31	70	726	796	5,658	...	5,658	7·1
Fyzabad ...	1897-98 ...	10	20	260	280	1,615	...	1,615	5·8
	1896-97 ...	8	21	149	170	1,4 1	12	1,413	8·3
Allahabad ...	1897-98 ...	12	14	235	249	1,234	...	1,234	5·0
	1896-97 ...	12	12	239	251	1,152	...	1,152	4·6
Benares ...	1897-98 ...	12	11	274	285	1,428	...	1,428	5·0
	1896-97 ...	12	15	264	279	1,452	37	1,489	5·3
Rohilkhand ...	1897-98 ...	36	82	972	1,054	4,204	...	4,204	4·0
	1896-97 ...	35	86	940	1,026	4,080	...	4,080	4·0
Meerut ...	1897-98 ...	14	11	365	376	1,439	...	1,439	3·8
	1896-97 ...	13	12	328	340	1,265	...	1,265	3·7
Kumaun ...	1897-98 ...	...	...	...	...	...	...	...	...
	1896-97 ...	...	...	...	...	...	...	...	...
Total	1897-98 ...	138	241	3,290	3,531	17,432	9	17,441	4·9
	1896-97 ...	134	235	3,246	3,481	17,179	49	17,228	4·9

99. The preceding statement exhibits the number and distribution of schools and scholars, and the expenditure on them, by divisions, for two successive years, for the sake of comparison. The decline in the numbers of scholars in the Agra Division is ascribed to the closing of a school at Muttra, to the epidemic of fever, and possibly to the initial unpopularity of new teachers. In the two divisions of Oudh there are distinct signs of improvement. Ten of the schools are municipal schools in Lucknow, and are entirely managed by Miss D'Abreu. Two are attended by Hindus and eight by Muhammadans. Miss D'Abreu also inspects the Bara Banki and Malihabad schools. Mr. Crosse thinks that until trained mistresses are available and a different system of inspection is adopted much real progress cannot be expected. In the remaining divisions there is no progress. Mr. Dela Fosse finds that girls of the Baniya caste, among whom the *parda* system is not so strictly enforced, are allowed to remain at school after they are married, in some cases up to the age of 16 or 17. Female education appears to have made greater numerical progress in Rohilkhand than elsewhere with regard to schools under public management. It is non-existent in Kumaun.

(b) Aided Vernacular Primary Schools for Girls.

Division.	Year.	Number of Schools.	Number of Scholars.			Expenditure.				Incidence per scholar.
			Upper Primary.	Lower Primary	Total.	From Public funds.	From Municipal Funds.	Other sources.	Total	
						Rs.	Rs.	Rs.	Rs.	Rs.
Agra ...	1897-98 ...	14	5	548	553	2,256	...	5,777	8,033	14·5
	1896-97 ...	19	28	599	627	3,048	...	6,563	9,611	15·3
Bundelkhand ...	1897-98 ...	1	...	23	23	11	...	...	11	·5
	1896-97 ...	...	...	...	...	...	...	...	...	...
Lucknow ...	1897-98 ...	14	35	668	703	2,868	...	4,608	7,476	10·6
	1896-97 ...	14	18	689	707	2,868	...	4,389	7,257	10·3
Fyzabad ...	1897-98 ...	7	25	192	217	500	50	1,840	2,390	11·0
	1896-97 ...	3	7	121	128	294	50	1,353	1,697	13·3
Allahabad ...	1897-98 ...	7	12	373	385	1,128	324	2,106	3,558	9·2
	1896-97 ...	7	20	282	302	1,100	138	1,864	3,102	10·3
Benares ...	1897-98 ...	19	35	1,535	1,570	3,925	400	4,548	8,873	5·7
	1896-97 ...	15	6	1,283	1,289	3,654	400	8,873	12,927	10·0
Rohilkhand ...	1897-98 ...	46	116	1,118	1,234	2,412	...	4,483	6,895	5·6
	1896-97 ...	42	35	1,091	1,126	2,412	...	3,781	6,193	5·5
Meerut ...	1897-98 ...	13	25	628	653	1,416	304	6,525	8,245	12·6
	1896-97 ...	10	13	456	469	1,404	179	6,243	7,826	16·7
Kumaun ...	1897-98 ...	3	...	147	147	96	48	1,015	1,159	7·9
	1896-97 ...	3	15	113	128	96	48	911	1,055	8·2
Total ...	1897-98 ...	124	253	5,232	5,485	14,612	1,126	30,902	46,640	8·5
	1896-97 ...	113	142	4,634	4,776	14,876	815	33,977	49,668	10·4

100. The number of Aided Vernacular Primary schools has increased by 11 The increase is due to the opening of new schools by missionary bodies and to the award of grants to girls' schools by District Boards out of the allotment for the encouragement of primary vernacular education. The Commissioner, Agra, suggests that money might be found for aiding girls' schools if the Boards were to augment their income from fees in all classes of primary schools; and this, as I have shown, might easily be done. Five schools have been closed in the Agra Division. In Oudh these aided schools are maintained for the most part by missionary bodies. The Lucknow schools, chiefly under the Church Mission Society, are reported to be doing well. In Allahabad there are two schools worthy of mention, the City Girls' Free School, attended chiefly by Bengalis, and indebted to Munshi Roshan Lal, B.A., for its present flourishing condition; and the Colonelganj School maintained by the exertions of Babu Shayama Charan Mukerji. In Mirzapur the aided schools are managed by the London Mission Society, and about half of the scholars are native Christians. The schools in the Benares Division are under missionary management, and are not favourably reported on by the Assistant Inspector. The large proportion of the children attending them are said to be infants, who help to swell the roll numbers, but practically get no education worthy of the name. In Meerut and Rohilkhand all the schools, except one in Bulandshahr, are mission schools. The Chairman, District Board, Bulandshahr, looks upon the education given in the mission schools in his district as a waste of money. The schools in Kumaun are also mission schools.

The increase in the number of scholars in both sections of the Primary department is encouraging.

Notwithstanding the increase in the number of schools and of scholars, the expenditure is less than last year, the contributions from "other sources" having fallen off.

The scholars in the Allahabad schools are drawn chiefly from the higher classes. In Oudh the majority belong to the middle classes, and it is said that those who belong to the higher families generally prefer to engage private mistresses, or to be taught by missionary ladies, who attend each house every second or third day and teach the girls reading and writing, and also needlework, knitting etc. In Agra the girls are generally very young, and for the most part are the children of well-to-do natives of superior castes.

(c)—Unaided vernacular schools for girls.

101. The annexed table shows an increase of two Primary schools, one Sanskrit school and 15 elementary vernacular institutions, with a decrease of eight Korán schools, accompanied by a total gain of 701 scholars. Etah has 16 schools, and 14 of them owe their existence to the exertions of the Reverend Hasan Raza Khan, the resident Missionary at Kásganj, whose services in the cause of education have been considerable. In Oudh most of the schools are for Muhammadan girls and teach the Koran only. The returns of such schools are perhaps imperfect, as it is said that respectable Muhammadans are averse to giving particulars of the *maktábs* they have for the teaching of the Korán to their daughters.

Kind of institution.	1897-98.		1896-97.	
	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.
Unaided Primary Vernacular schools	5	140	3	60
Sanskrit schools	2	80	1	55
Elementary institutions teaching a vernacular only or mainly	80	1,716	65	1,113
Elementary institutions teaching the Korán	70	459	78	466
Total	157	2,395	147	1,694

SECTION E.—*The Inspection of Girls' Schools.*

102. Anglo-Vernacular schools are as a rule inspected by Miss D'Abreu, who also visits many of the Board and Aided schools in Lucknow, or within easy reach of it. Otherwise Deputy Inspectors undertake the work. In Muhammadan schools the *parda* system is often strictly enforced. In Hindu schools, with the exception of the schoolmistress herself, there is seldom any objection to appearing before the inspecting officer. But Deputy Inspectors are rather inclined to deal too leniently in their inspections of these schools, apparently considering that because the scholars are girls it is wonderful that they are able to learn anything. Coming to their inspection in this spirit they are apt to give the schoolmistress an impression that her work need not be taken seriously, with the result that her scholars do not

make as much progress as they might. Where the *parda* system prevails the inspection results are of course unreliable.

103. Mr. Welby, Inspector of the First Circle, in the interests of efficiency, advocates the appointment of an inspectress for each circle, and thinks she would be able to bring some influence to bear upon the mothers of the girls. I quote the following from his report:—

"For the promotion of female education two reforms are urgently required: first, the appointment of an assistant inspectress for the supervision of all classes of vernacular schools for girls; second, a school for the training of female teachers." The latter reform must be postponed for want of funds, but the former could easily be managed by demanding a small contribution from each District Board. The probable cost would be:—

	Rs.
Salary Rs. 60 × 12	720
Travelling allowance Rs. 90 × 5	450
Total	1,170

This sum divided among the twelve Boards of the Circle would give about Rs. 98 each, or Rs. 8 per mensem per Board.

The matter is one that might well be considered by the Circle Inspectors in consultation with the Chairmen of District Boards. If the Boards will find the necessary money, the plan suggested might be adopted with great advantage.

CHAPTER X.—EDUCATION OF SPECIAL CLASSES.

SECTION A.—EUROPEANS AND EURASIANS.

Number and distribution of schools and scholars.

			Boys.		Girls.		Total.	
			1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.
Number of schools.	Aided	Secondary	15	15	13	13	28	28
		Primary	6	6	8	8	14	14
		Total	21	21	21	21	42	42
	Unaided	Secondary	2	2	1	1	3	3
		Primary	...	...	2	2	2	2
		Total	2	2	3	3	5	5
Number of scholars.	Aided	Secondary	1,650	1,532	1,151	1,283	2,801	2,765
		Primary	248	280	282	267	530	547
		Total	1,898	1,812	1,433	1,500	3,331	3,312
	Unaided	Secondary	70	72	77	52	147	124
		Primary	25	18	30	29	55	47
		Total	95	90	107	81	202	171
Scholars in public schools.	High stage		178	152	68	86	246	238
	Middle stage		560	545	413	436	973	981
	Total, Secondary stage		738	697	481	522	1,219	1,219
	Upper Primary stage		574	523	443	454	1,017	977
	Lower Primary stage		681	670	616	617	1,297	1,287
	Total Primary stage		1,255	1,193	1,059	1,071	2,314	2,264
	Total Secondary and Primary stages		1,993	1,890	1,540	1,593	3,533	3,483

104. There has been no change in the number of aided schools during the year under review, and the number of unaided schools which have sent in returns is the same as last year. The difference in the number of scholars at aided schools is also very slight, there being a small increase in the rolls of secondary schools and a smaller falling off in the rolls of primary schools. The attendance at the five unaided schools which sent in returns has risen to a somewhat larger extent.

Statement of expenditure.

	In Boys' schools.		In Girls' schools.		Total.	
	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Establishment and Contingencies.						
Aided Secondary schools ... Provincial Revenues ..	50,138	53,362	40 944	38,645	91,082	92,007
Aided Secondary schools ... Municipal Funds ...	1,720	1,800	686	700	2,406	2,500
Aided Secondary schools ... Fees ...	65,328	69,302	55,357	56,115	1,20,685	1,25,417
Aided Secondary schools ... Other sources ...	53,954	52,333	59,287	55,268	1,13,241	1,07,601
Aided Secondary schools ... Total	1,71,140	1,76,797	1,56,274	1,50,728	3,27,414	3,27,525
Aided Primary schools ... Provincial Revenues...	2,981	3,918	6,309	8,675	9,290	12,593
Aided Primary schools ... Municipal Funds ...	290	20	558	708	848	728
Aided Primary schools ... Fees ...	2,378	2,640	4,595	4,081	6,973	6,721
Aided Primary schools ... Other sources ...	3,495	3,439	4,645	4,262	8,140	7,701
Aided Primary schools ... Total	9,144	10,017	16,107	17,726	25,251	27,743
Total Aided schools ... Provincial Revenues...	53,119	57,280	47,253	47,320	1,00,372	1,04,600
Total Aided schools ... Municipal Funds ...	2,010	1,820	1,244	1,408	3,254	3,228
Total Aided schools ... Fees ...	67,706	71,942	59,952	60,196	1,27,658	1,32,138
Total Aided schools ... Other sources ...	57,449	55,772	63,932	59,530	1,21,381	1,15,302
Total Aided schools ... Total	1,80,284	1,86,814	1,72,381	1,68,454	3,52,665	3,55,268
Unaided Secondary schools Fees	7,207	800	...	...	7,207	800
Unaided Secondary schools Other sources ...	...	...	...	...	...	...
Unaided Secondary schools Total	7,207	800	...	...	7,207	800
Unaided Primary schools ... Fees	...	...	494	340	494	340
Unaided Primary schools ... Other sources ...	...	...	915	840	915	840
Unaided Primary schools ... Total	...	...	1,409	1,180	1,409	1,180
Total Unaided schools ... Fees	7,207	800	494	340	7,701	1,140
Total Unaided schools ... Other sources ...	...	...	915	840	915	840
Total Unaided schools ... Total	7,207	800	1,409	1,180	8,616	1,980
Total Public Schools ... Provincial Revenues...	53,119	57,280	47,253	47,320	1,00,372	1,04,600
Total Public Schools ... Municipal Funds ...	2,010	1,820	1,244	1,408	3,254	3,228
Total Public Schools ... Fees	74,913	72,742	60,446	60,536	1,35,359	1,33,278
Total Public Schools ... Other sources ...	57,449	55,772	64,847	60,370	1,22,296	1,16,142
Total Public Schools ... Total	1,87,491	1,87,614	1,73,790	1,69,634	3,61,281	3 57,248
Scholarships.						
Number of scholarships.	33	20	8	8	41	28
Expenditure from ... Provincial Revenues...	1,328	1,201	619	539	1,947	1,740
Expenditure from ... Other sources ...	1,293	335	...	...	1,293	335
Expenditure from ... Total	2,621	1,536	619	539	3,240	2,075

105. The statement of expenditure shows only one marked variation from the figures of last year, namely an increase in the fees of unaided secondary schools from Rs. 800 to Rs. 7,207. This is due to the fact that a school, which had only been open for two months when the last report was compiled, has shown the full amount of the fees realized during the past twelve months. The other unaided schools have sent in no returns of income or expenditure. The complete statement shows a reduction of the grant-in-aid by about 4 per cent., but this has been more than compensated by the larger fee-income and by an increased contribution from other sources.

Managers of schools have been more liberal in giving scholarships, and the expenditure from private sources on this head has risen by nearly 1,000 rupees.

Results of examinations.

	Number of candidates.		Number passed.		Percentage of passes on number of candidates.	
	1897-98.	1896-97.	1897-98.	1896-97.	1897-98.	1896-97.
Entrance Examination ... Boys ...	6	9	...	4	...	44
Entrance Examination ... Girls ...	...	...	...	...	...	...
High School Examination ... Boys ...	101	80	49	29	48	36
High School Examination ... Girls ...	51	43	27	26	53	60
Middle School Examination ... Boys ...	165	170	38	67	23	39
Middle School Examination ... Girls ...	91	80	40	36	44	45
Primary School Examination ... Boys ...	303	235	133	157	44	67
Primary School Examination ... Girls ...	191	155	130	101	68	65

106. The preceding statement gives a summary of the results of the public examinations held in December. From this statement it will be seen that the girls were more successful than the boys in all three examinations, as indeed was the case last year in the High and Middle School examinations. The Inspector reports that the tuitional condition of the girls' schools in these Provinces is decidedly superior to that of the boys' schools. As regards the number and qualifications of the trained teachers there is not much difference. But as teaching is one of the few professions open to women, the untrained teachers are as a rule more capable than the young men who accept situations in boys' schools. Then again not only do the girls receive better elementary instruction than the boys, but as they grow up they are more diligent and ambitious. Lastly, a good many boys failed in the High and Middle School examinations who might perhaps have passed if they had taken up fewer optionals. But their teachers seem to have underrated the difficulty of the compulsory subjects. In this respect more discretion was shown by the Lady Principals of Girls' Schools. The subjects in which the candidates generally did best in the High School examination were English, History and Science. In Arithmetic and Drawing the results were fair. In Geography and Latin half the candidates failed; and in Mathematics, Urdu and Trigonometry more than half failed. The Examiner in Arithmetic reports that the work sent up was often very untidy and seemed to indicate a general want of knowledge of the principles of Arithmetic. The Examiner in Geography is of opinion that much more attention should be paid to map drawing. The Examiner in Latin writes as follows:—"The papers were, on the whole, decidedly unsatisfactory. In a great many cases the translation of the passages from the prescribed text-books was all that was attempted. In many schools there would seem to have been no effort to teach even the rudiments of Grammar and Composition. The girls' schools which took up Latin did, on the whole, far better than the boys. More systematic and careful teaching is greatly needed." Mr. Williams, the Examiner in Urdu, recommends that more time should be given to translation from English into Urdu, and that careless writing should be more vigorously checked. In this subject also the girls have done better than the boys, and the Lady Superintendents of the Girls' High Schools at Allahabad, Lucknow and Cawnpore, and of Wellesley School, Naini Tal, are congratulated by the Examiner on the success of their pupils. All the girls who took up French for this examination passed, and six gained honours in this subject.

A large proportion of the boys who went up for the Middle School examination failed in English, and the result is attributed to the unsatisfactory way in which this subject is taught by untrained teachers in many schools. The Examiner states that the answers to the questions on the text-books were particularly unsatisfactory. In many cases the candidates did not appear to comprehend the nature of the difficulties which they were required to explain. In Arithmetic the results were, on the whole, fair; and the candidates did tolerably well in History and Drawing. In Euclid and Urdu there were a large number of failures, and very few candidates obtained good marks in Geography. Four boys took up the course in Manual Training in carpentry but failed to pass, not having been properly prepared for the examination. The girls who took up needle-work were more successful, and it may be noted that all of the 10 candidates from Oak Grove School, Mussoorie, obtained more than 50 per cent. of the full marks in this subject. In French also the girls did well.

The Primary School examination does not call for any special remarks. The comparative ill success of the boys is partly due to the fact that they were required to pass in Urdu; and there are a certain number of boys in the better class of hill schools whose parents do not wish them to study this subject.

The following tabular statement gives the results for each school separately. It may be mentioned that the three boys who passed the High School examination from the Oak Grove School, Mussoorie, were placed 1st, 3rd and 4th respectively on the boys' list. All the candidates sent up by the Girls' Diocesan School, Naini Tal, for this examination passed, four of them taking the 1st, 2nd, 5th and 9th places on the girls' list.

Statement showing the results of the European Schools Examinations held in 1897.

Serial number.	Name of school.	High School examination.				Middle School examination.				Primary School examination.			
		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.	
		Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
1	St. George's School, Agra	2	...	1	...	11	1	...	...	6	...	1	...
2	St. Peter's College, Agra	1	1	...	...	4	...	...	...	6	3	...	...
3	St. Paul's School, Agra	3	3	...	...	7	3	...	...	13	2	...	...
4	Boys' High School, Allahabad ...	9	5	...	...	14	1	...	...	10	...	...	...
5	St. Joseph's Collegiate School, Allahabad,	1	...	...	...	5	1	...	...	2	1	...	...
6	Martiniere Boys' School, Lucknow ...	26	13	...	...	21	9	...	...	27	20	...	...
7	St. Francis' School, Lucknow ...	1	1	...	...	3	2	...	..	12	10	...	...
8	E. I. R. Oak Grove School, Mussoorie ...	4	3	...	...	17	4	10	6	28	18	10	10
9	St. George's School, Mussoorie ...	5	4	...	...	14	2	...	...	30	7	...	...
10	St Fidelis' School, Mussoorie ...	3	...	...	...	10	2	...	...	47	13	...	...
11	Philander Smith Institute, Mussoorie ...	13	7	...	...	14	3	...	...	8	1	...	...
12	Mussoorie School, Mussoorie ...	12	4	...	...	...	.	...	...	...	...	...	...
13	The Modern School, Mussoorie ...	8	2	...	...	3	1	...	...	3	...	...	...
14	St. Joseph's Seminary, Naini Tal ...	5	4	...	...	13	4	...	...	21	10	...	...
15	The Priory School, Naini Tal ...	2	...	2	...	4	1	...	...	7	1	3	3
16	Boys' High School "Oak Openings," Naini Tal.	2	...	...	...	9	3	...	...	15	4	...	...
17	Boys' Diocesan School, Naini Tal ...	3	1	...	...	7	...	...	...	16	9	...	...
18	Hermitage College, Naini Tal ...	1	1	...	...	1	...	...	...	5	2	...	...
19	Colvin Free School, Allahabad ...	...	...	...	...	4	...	...	...	9	6	7	5
20	St. Patrick's School, Agra	...	...	2	...	...	...	8	...	...	...	14	13
21	St. Aloysius' School, Agra	...	...	...	...	...	...	...	...	...	...	6	6
22	Girls' High School, Allahabad ...	...	...	7	5	...	...	13	8	...	...	21	8
23	Do. do. Cawnpore ...	...	...	2	1	...	...	...	...	...	...	10	4
24	Martiniere Girls' High School, Lucknow,	...	...	8	1	...	...	9	1	...	...	9	8
25	Woodstock do. do. Landaur ...	...	...	2	2	...	...	3	1	...	...	12	5
26	The Christian Training School and Orphanage, Mussoorie.	...	...	...	...	3	...	3	...	7	3	5	3
27	College for Girls, Hampton Court, Mussoorie.	...	...	2	2	1	1	8	3	6	4	5	4
28	The Convent School, Mussoorie ...	...	...	1	1	...	...	2	...	...	...	11	8
29	Caineville School, Mussoorie ...	...	...	...	...	...	...	5	3	...	...	4	3
30	Mrs. Goodwin's School, "The Studio," Mussoorie.	...	...	...	...	...	...	2	...	...	...	1	...
31	Wellesley Girls' School, Naini Tal ...	...	...	14	8	...	...	14	12	...	...	13	12
32	Girls' Diocesan School, Naini Tal ...	...	...	6	6	...	...	5	3	...	...	9	9
33	St. Mary's Convent School, Naini Tal ...	...	...	...	...	...	...	7	2	...	...	8	6
34	Mhow Convent School, Indore ...	...	...	...	...	...	...	1	1	...	...	...	...
35	All Saints' District School, Allahabad ...	...	...	...	...	...	...	...	...	9	6	5	2
36	Holy Trinity School, Allahabad ...	...	...	...	...	...	...	...	...	3	3	...	...
37	St. Mary's Institute, Allahabad ...	...	...	...	...	...	...	1	...	...	...	8	2
38	St. Mary's Convent Free School, Allahabad	...	...	...	...	...	...	...	...	...	...	2	1
39	Loretto Convent High School, Lucknow,	...	...	...	...	...	...	...	...	...	...	3	2
40	MacConaghey Free School, Lucknow ...	...	...	...	...	...	...	...	...	4	4	6	5
41	Diocesan School, Chunar ...	...	...	...	...	...	...	...	...	4	4	5	4
42	St. John's Parochial School, Meerut ...	...	...	...	...	...	...	...	...	...	...	5	2
43	Joint Railway School, Aligarh ...	...	...	...	...	...	...	...	...	1	...	...	...
44	Station School, Fatehgarh ...	...	...	...	..	...	...	...	...	...	...	1	1
45	St. Francis' Convent School, Jhânsi ...	...	...	...	...	...	...	...	...	4	2	3	3
46	Railway School, Chandausi ..	...	...	...	...	...	...	...	...	...	...	2	1
47	E. I. R. Railway School, Mirzapur ...	...	...	...	...	...	...	...	...	...	...	2	...
	Total ...	101	49	51	27	165	38	91	40	303	133	191	130

107. The arrangements for boarders are as last year. No outbreak of sickness in any school has been reported. But it seems desirable that all the larger hill schools should be provided with means of segregating infectious cases. This, however, is impossible, until the small funds at the managers' disposal are increased.

108. The conduct of the students is generally reported as good, and religious and moral instruction is given as in former years.

Statement showing classification of aided schools according to management.

Controlling agency.	31st March 1897.			31st March 1898.		
	Schools.	Scholars.	Percentage of total number of scholars.	Schools.	Scholars.	Percentage of total number of scholars.
1	2	3	4	5	6	7
1. Church of England	9	667	20·13	9	604	18·13
2. Roman Catholic Church	14	1,311	39·58	14	1,403	42·13
3. American Methodist Mission	4	294	8·87	4	310	9·30
4. Railway Companies	7	429	12·95	7	468	14·05
5. American Presbyterian Mission	1	83	2·50	1	71	2·13
6. Private individuals	1	58	1·75	1	37	1·11
7. Local committees	6	470	14·19	6	438	13 15
Total ...	42	3,312	...	42	3,331	...

109. There has been a falling off in the enrolment of the two Church of England Schools at Naini Tál. At the close of last year the Committee made over the management of the girls' school to the all Saints' Sisterhood, and the late Lady Principal opened a private school in another part of the station to which many of the girls migrated. The Roman Catholic Boys' Schools at Mussoorie and Naini Tál show a considerable increase in their enrolment, which is probably due to the fact that they employ a larger staff of trained teachers than other boys' schools. The Oak Grove School, Mussoorie, also shows an increase in the enrolment, and at the annual inspection in September last it was found that the new building for the girls was quite full. Of the schools under Local Committees the Martiniere Girls' School at Lucknow and the Wynberg school at Mussoorie record a falling off in numbers.

Training class at the Girls' Diocesan School, Naini Tál.

110. In connexion with the revision of the Code of Regulations for European Schools, His Honor the Lieutenant-Governor expressed a wish that the scheme for a practising school supported by Sir A. Croft and Mr. Bamford should be experimentally introduced in these Provinces. Accordingly arrangements were made with the Managing Committee of the Girls' Diocesan School at Naini Tál to open a training class for female teachers in their school, and in March 1897 the class was opened by them with a grant-in-aid of Rs. 255 per mensem. Besides this grant, eight boarders for whom accommodation is available in the school are allowed a stipend of Rs. 10 per mensem each by Government. There were 7 scholars on the rolls of the school on 31st March 1898. The total expenditure on the school during the year under report amounted to Rs. 3,275—Rs. 3,060 from Provincial revenues and Rs. 215 from fees. The examination of the class was held in December last, when two candidates appeared and both passed, gaining more than 60 per cent of the marks. The examiners' reports show that the teaching and training in the school are well conducted.

SECTION B.—*Muhammadans.*

	Hindus.		Muhammadans.	
	1897-98.	1896-97.	1897-98.	1896-97.
Males.				
In Secondary stage ... ... { Anglo-Vernacular ...	9,552	6,847	2,810	2,104
{ Vernacular ...	4,846	6,120	1,207	1,927
Total ...	14,398	12,967	4,017	4,031
In Primary stage	1,95,283	1,91,927	37,563	35,412
In Training schools	1,375	1,028	160	166
In Industrial schools	60	87	47	85
Total at Public Schools ...	2,11,116	2,06,009	41,787	39,694
In Private schools	42,650	47,172	30,593	29,835
Total scholars in schools of all kinds ...	2,53,766	2,53,181	72,380	69,529
Percentage on boys of school-going age of—				
Scholars in secondary stage learning English ...	·30	·22	·58	·43
Scholars attending public schools	6·69	6 53	8·59	8·16
Scholars attending schools of all kinds	8·05	8·03	14·87	14 29
Females.				
In Secondary stage ... ... { Anglo-Vernacular ...	10	2	1	...
{ Vernacular ...	3	4	25	26
Total ...	13	6	26	26
In Primary stage	4,648	3,787	2,419	1,830
Total at Public Schools ...	4,661	3,793	2,445	1,856
In Private schools	1,455	1,585	1,017	1,042
Total scholars in schools of all kinds	6,116	5,378	3,462	2,898
Percentage on girls of school-going age of—				
Scholars in secondary stage learning English	...	...	...	...
Scholars attending public schools	·16	·13	·53	·40
Scholars attending schools of all kinds	·21	·18	·74	·62

111. The above statement of the number of Hindus and Muhammadans in attendance at the various schools in the United Provinces has been compiled from figures furnished by the Inspectors.

In all stages the Muhammadans remain well ahead of the Hindus, in proportion to the number of children of school age, and in each stage there has been distinct progress among Hindus as well as among Muhammadans.

In the First Circle, while the total number of Muhammadan pupils has increased by 5 per cent., there has been a decrease of 9 per cent. in the primary stage of public schools.

In Oudh the number of Hindus has decreased, while the number of Muhammadans has increased ; and this is particularly marked in the primary stage. In training schools Muhammadans are slowly advancing and Hindus falling back. As regards girls nearly all who attend Anglo-Vernacular schools are Hindus, while all who attend the Vernacular Middle schools are Muhammadans.

The returns from the other Circles do not call for any special remarks.

SECTION C.—*Colvin School for sons of Taluqdárs.*

112. There is an increase of four scholars over last year, with an increase in the average attendance of two. The High section has increased from 2 boys to 6, and the Middle from 8 to 16, while the Primary returns only 13 instead of 21; out of the total of 35 the average daily attendance is 29. All of the boys with one exception are boarders, and this one lives in his own house under proper supervision. Nineteen boys are Hindus and 16 are Muhammadans. Twenty-two of the students are wards, 13 being Hindus and 9 Muhammadans.

Three of the boys are new admissions since November, one belonging to the Royal Family of Oudh, the other two being wards from the Bara Banki district.

Five boys are outsiders, that is non-residents in Oudh, one coming from the Panjáb; of these all but one are wards.

Expenditure.—The return submitted by the Principal last year was incorrect, as it included a cash balance of Rs. 1,082. The correct figures show a decreased expenditure of Rs. 1,301, *viz.*, from Rs. 22,888 to Rs. 21,587.

Fees show a nominal fall of Rs. 40 due to one or two rather large outstanding sums, which are gradually being realised. The income under this head for the year amounted to Rs. 7,610, or a little over one-third of the total cost.

At the last meeting of the School Committee it was resolved that fees should be enhanced, the new scale to be Rs. 30 from Oudh boys and Rs. 50 from outsiders; but the British Indian Association reserves to itself the right of recommending boys for admission at a lower rate, which shall not however fall below Rs. 20 per mensem.

The enhancement of fees is not to be retrospective and will be gradual. The question is to be settled finally at the next committee meeting. If the new rate is introduced immediately, the Principal estimates an increased monthly income of Rs. 220, and thus nearly a half of the total cost would be covered by the fees.

Scholarships.—One boy gets a Government scholarship of Rs. 3 per mensem.

Two boys appeared for the Entrance, of whom one passed in the 2nd division; and three for the Anglo-Vernacular Middle Examination, all of whom passed in the 2nd division.

Boarding houses.—Accommodation is very limited, all available quarters being full: the lack of funds prevents any more buildings being erected. If there were more accommodation, numbers would considerably increase, as there are several boys waiting to come in.

Conduct of scholars.—The Principal reports:—

"The behaviour of the boys has been good, no case of a serious breach of discipline having been reported to me. I consider that the discipline of the school is, on the whole, in a high state of efficiency and I think this is in a great measure due to the influence of the masters over the boys, not only in school, but, what is almost as important, in the time of pleasure. My thanks are especially due to the Head Master, Pandit Lakshmi Nath, Shukul, B.A., who has during my time of office taken the greatest interest in both the work and play of the boys."

Several boys are reported as returning late after the Christmas holidays, but a great improvement was noticeable after the *holi*, when only one boy was late, and he returned on the evening of the day of re-opening.

Moral instruction.—Regarding the religious instruction of the boys the work of the maulvis is very favourably commented on. As regards the Pandit the Principal regrets he cannot speak as favourably, having received several reports as to the unsatisfactory state of his class. He states—"The Pandit, who is responsible for the instruction given, seems to be very lax in discipline, and the boys naturally take advantage of such a state of things."

Buildings, furniture and apparatus.—The buildings are all in excellent order, but the roads all through are in urgent need of re-metalling.

The library of the school is very good, the stock of books including many valuable editions of some of the best authors.

To quote from the Principal: "The thanks of all connected with the school are due to Mr. Siddons, who presented the reading room with some 418 volumes of excellent literature. This generous gift included a great many books of light reading, which are more suited to the boys' capabilities than the literature of first class authors. Magazines and illustrated papers are regularly obtained from England for the reading room."

The Principal, Mr. Siddons, is on one year's furlough. Mr. Dixon, one of the staff of the local Martinière College, is officiating for him. The staff has been strengthened by the appointment of Pandit Madho Prasad Pande, a trained teacher from the Lucknow Training College.

Mr. Dixon writes :—

"I have to report with great pleasure two events of importance. The order of C.S.I. has been given to Mr. Moule. In honour of this, and in recognition of Mr. Moule's great services to the school, Chaudhri Nasrat Ali, Khan Bahadur, a member of the Colvin School Committee, has generously presented a gold medal to the boy who stood highest among the successful candidates from the school in the English Middle Examination of 1897. This medal will fall to Muhammad Sajid Husain of Gadia, who passed in the 2nd division. I wish to tender our best thanks to Chaudhri Nasrat Ali for his handsome present.

"The second of these events is connected with Mr. Siddons, the Principal of the school, now on furlough in England. Before Mr. Siddons' departure the students, past and present, subcribed the sum of Rs. 1,100 for a silver medal, to be called the Siddons' medal, in recognition of the Principal's valuable work done amongst the pupils. This will bring in from the Allahabad Bank, where it is placed in fixed deposit, Rs. 50 yearly."

This spontaneous recognition of the work of Mr. Siddons speaks well not only for this gentleman, but also for the spirit animating the students.

113. The following extract from Mr. Dela Fosse's report of the third circle contains much that is true of other portions of the Province as well :—

"As a rule the wealthier landed proprietors do not give an English education to their children. They prefer to have them taught in the vernacular by private tutors in their own homes. A few wards are to be found scattered up and down the District Anglo-Vernacular schools, but almost invariably they are reported to be backward in their studies, and to be doing little or no good at school. The only way to protect these boys from harmful associations and evil local influences is to send them away to live in the boarding institutions of distant schools, under the observation of a resident tutor, while they are still young. But so much opposition is raised to this plan by their near relatives, especially the female portion of them, that it is not generally possible to carry it out."

CHAPTER XI.—PHYSICAL AND MORAL TRAINING.

114. The First Circle had, as usual, two tournaments: one at Jhánsi and the other at Agra. These excited a good deal of popular interest, and it is satisfactory to hear that the conduct of the competitors was excellent throughout, and that their performances showed an improvement in some of the chief events, and won high praise from competent observers. In cricket there is a want of good bowlers.

In the second circle a tournament for Anglo-Vernacular schools was held at Fyzabad in December. In cricket the Sultánpur School stood easily first, the result of the care with which Mr. Brownrigg, the Deputy Commissioner, has trained and practised the boys for years. Unfortunately gymnastics had to be given up this year for want of competitors.

In the third circle there is an annual tournament, and it is found that Allahabad is the most central position for schools which are likely to take part, as it lies midway between Cawnpore and Benares. But this excludes Gorakhpur, Gházipur, Ballia and Basti, which are too far off to send teams either to Allahabad or Benares. It might be possible to hold two tournaments, as is done in the First Circle, one for each division. The Inspector considers that a distinct advance in skill has been made in all branches of athletics; and reports that, in spite of the keenness of the competition and the frequently excited condition of the spectators, the boys were orderly and well behaved, and the tournament in every way a success, for which much credit is due to Mr. Housden, Head Master of the Allahabad District School, who sacrificed his holiday to superintend the arrangements.

In the fourth circle the inter-school tournament was held at Moradabad, under the superintendence of the Inspector. All the district schools took part in it, also two mission schools and four other aided schools. The performances in cricket, football, athletics, gymnastics and drill are said to have been very creditable.

The Inspector of the fifth circle makes no reference to physical training in the Anglo-Vernacular schools of his circle.

From the above it will be seen that considerable attention is paid to this branch of work in Anglo-Vernacular schools.

115. With regard to vernacular schools, the state of things has been described in paragraph 76 of this report. District tournaments are worth instituting for the encouragement of boys in these schools; the one held annually at Sultanpur, is a great success. In October last as many as 540 boys assembled to play cricket matches, and to compete in throwing the cricket ball, jumping, tug of war, wrestling, school drill, &c.

School drill is found to improve the smartness of schools in which it has been introduced, making the boys keen, interested and orderly, instead of apathetic and untidy. In the Fourth Circle the Inspector issued a circular in consultation with the District Boards with a view to making the teaching of drill more systematic in Vernacular schools, and this has given some impetus to it in Rohilkhand, where, however, physical education is still in a backward state.

116. *School discipline.*—There have been few serious breaches of school discipline brought to notice during the year. The great complaint is want of regularity, in which the boys are too often backed up by their guardians. This often means untruthfulness on the part of the boys and of their guardians, and the countenance which parents give to excuses that are not genuine constitutes an evil moral influence in the boys' homes which it is hard for the school-master to combat. The ordinary punishment for this sort of thing is a fine, which affords the only means of bringing home to a parent the culpable indulgence of his children. The practice of writing anonymous letters couched in grossly disrespectful terms to ventilate grievances real or imaginary, still prevails, but it is of course difficult or impossible to bring the fault home to the real culprit. Evils of this kind seem to take deep root in this country, where they flourish in congenial soil; it is therefore no easy matter to eradicate them. In some of the aided schools discipline is specially lax with regard to attendance, owing to the fear of losing the boys if the rules are strictly enforced. An important step has been taken in putting municipal schools on the same footing as other state schools with regard to fee-rates and the observance of the inter-school rules. This cannot fail to improve the discipline of these schools.

117. *Text-books having a direct bearing upon conduct* are used in mission schools, and in the Training College for teachers. A translation of *Common Thoughts on Serious Subjects* by the late Mr. Chester Macnaghten, has been undertaken with a view to its use in Normal Schools and other institutions.

118. *Boarding Houses.*—These should be powerful auxiliaries in the education of boys in morals and manners. This is, however, generally overlooked, the main object being to provide a place of some kind in which the boys may lay their heads at night, but where they are left to live without any moral supervision or training in good manners. So long as the boarding house is regarded as of quite secondary

importance, towards the expenses of which public money cannot be spared, nor decent fees demanded, good and respectable boarding houses must be the exception instead of the rule. The example set by the M. A. O. College and School at Aligarh has been followed in some colleges and schools, but the generality of boarding houses leaves much room for improvement.

CHAPTER XII.—THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

119. The work of the Provincial Text-Book Committee is detailed in the following report from the Secretary, Mr. J. G. Jennings.

The following is a statement of the number of meetings held by the various Sub-Committees during the year :—

Sub-Committee A.—Three meetings, on January 23rd, February 25th and August 24th, 1897.

Sub-Committee B.—Three meetings, on January 20th, August 10th and September 13th, 1897.

Sub-Committee C.—Two meetings, on August 5th and September 10th, 1897.

Sub-Committee D.—Three meetings, on January 22nd, August 17th and September 11th, 1897.

Sub-Committee E.—Two meetings, on January 21st and September 3rd, 1897.

Special Agricultural Sub-Committee.—One meeting, February 13th, 1897.

The General Meeting took place on November 5th, 1897.

During the year the various Sub-Committees reviewed throughout the curricula of the Vernacular schools and Anglo-Vernacular schools for Boys, North-Western Provinces and Oudh, and of the girls' schools in Oudh. The following table shows the number of text-books or alternative text-books, used in 1896-97, which in the opinion of the Sub-Committees (as confirmed by the Committee and the Director of Public Instruction) are defective, and have for this reason either been rejected or are to be applied to new purposes, or are to be altered or revised under the direction of the Committee :—

Number of text-books or alternatives hitherto used rejected.	Text-books recommended for purposes other than formerly.	Text-books of which an alteration or revision is called for.
	A.—(ENGLISH)	
3	*Nil.*	*Nil.*
	B.—(MATHEMATICS AND SCIENCE.)	
3	3	*Nil.*
	C.—(HISTORY, GEOGRAPHY AND SANITATION.)	
1	1	1
	D.—(ARABIC, PERSIAN AND URDU.)	
4	...	1
	E.—(SANSKRIT AND HINDI.)	
2	...	3
	AGRICULTURAL SUB-COMMITTEE.	
...	...	...
13	4	5

During the course of the year 267 new books were considered by the Committee. The following table shows the number of books printed (or lithographed) and manuscript, their distribution among the various Sub-Committees, and the number of such books approved (as confirmed by the Committee and the Director of Public Instruction), and the purposes to which they are to be applied, as well as the number of books rejected :—

No. of new books considered by the Committee.			Number of new books approved as—					Books referred back to Sub-Committee.	Number of new books rejected.
Printed.	Manuscript.	Total.	Text-books or alternative text-books.	For teachers and Normal School pupil teachers.	For both libraries and prizes.	Prizes.	Libraries.		
			(A.—ENGLISH.)						
67	2	69	3	...	...	15	...	...	51
			B.—(MATHEMATICS AND SCIENCE.)						
39	2	41	8	3	7	...	...	...	23
			C.—(HISTORY, GEOGRAPHY AND SANITATION.)						
52	2	54	5	...	...	...	...	...	49
			D.—(ARABIC, PERSIAN AND URDU.)						
60	8	68	7	...	...	2	2	...	57
			(E.—SANSKRIT AND HINDI.)						
22	4	26	*Nil.*	...	...	4	...	...	22
			(AGRICULTURAL SUB-COMMITTEE.)						
7	2	9	1	...	1	...	...	1	6
247	20	267	24	3	8	21	2	1	208

Under the direction of the Committee, at the initiative of the Director of Public Instruction, the following new works or new editions were prepared during the past year and submitted to the Committee :—

1. Agricultural Lessons in Urdu by Mohammad Ismail.
2. Agricultural Lessons in Hindi by Indian Press, Allahabad.
3. Supplementary Lessons from the Inspector of Schools, 2nd Circle.
4. Supplementary Agricultural Lessons for Oudh Readers (MS.) by Saiyad Ali Husain, Agricultural School, Cawnpore.
5. Macmillan's New Oriental Readers (revised edition).

Of the above the following were accepted by the Committee, and sanctioned by the Director of Public Instruction :—

1. Macmillan's New Oriental Readers (revised edition).
2. Supplementary Agricultural Lessons for Oudh Readers (MS.) by Saiyad Ali Husain, Agricultural School, Cawnpore.

The following new works or new editions are being prepared under the direction of the Committee (with the sanction of the Director of Public Instruction), and are to be submitted for approval during the year.

1. Hand-book of Rent and Revenue Law for Oudh, to replace Risalai-Mal-o-Lagan by Muhammad Ahmad.
2. Allahabad Literary Institute Series of Hindi Readers (revised edition).
3. Beohar Patr Sangrah (revised edition).
4. Patr Hitaishni (revised edition).
5. Ilm-i-zerait ki Pahli Kitab ; (Agricultural Primer revision).

120. The method adopted in Oudh for the distribution of text-books to vernacular schools, which are for the most part far away from a bookseller's shop, was described in my report last year. It is more satisfactory than the practice in the North-Western Provinces, where the matter is left to the Deputy Inspectors to undertake on their own account. The Commissioner of the Gorakhpur Division writes that the system as explained in the concluding paragraph of my last report appears to be safe and sound, and he is in favour of trying it in his Division. The Inspector, Third Circle also strongly advocates the introduction of the same system in the Allahabad Division ; but generally, there has been no change with regard to the distribution of books either to Vernacular or Anglo-Vernacular schools.

ALLAHABAD:
The 12th August 1898.

T. C. LEWIS, M.A.,
Director of Public Instruction,
N.-W. Provinces and Oudh.

GENERAL TABLES Nos. I—VIII.

I.—Abstract of Number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

VIII.—Return Showing the Attendance and Expenditure in Hostels for Males and Females.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS' AND EURASIONS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in the North-Western Provinces and Oudh at the end of the official year 1897-98.

(For Details see General Table III.)

Area and population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of—	Remarks.
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
107,502	Towns ...484 Villages 105,716 Total ...106,200	Males ...24,303,601 Females ...22,601,484 Total ...46,905,085	Institutions, For Males	19	9	489	5,873	4	47	6,441	1,246	4,756	12,443	Institutions to number of towns and villages. 11·72	
			Institutions, For Females	1	...	37	284	1	2	325	2	150	477	Institutions to number of towns and villages. ·45	
			Total ...	20	9	526	6,157	5	49	6,766	1,248	4,906	12,920	12·17	
			Scholars, Males ...	1,799	492	56,713	202,008	480	2,844	264,336	17,388	58,040	339,764	Male scholars to male population of school-going age. 9·32	
			Scholars, Females...	13	...	3,378	9,964	7	168	13,530	137	3,112	16,779	Female scholars to female population of school-going age. ·49	
			Total ...	1,812	492	60,091	211,972	487	3,012	277,866	17,525	61,152	356,543	5·07	

GENERAL TABLE II.

Abstract return of expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1897-98.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.									
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and Apparatus.	Miscellaneous.	Total.	Total expenditure on Public Instruction.	Remarks.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males ...	3,72,919	1,44,572	11,09,494	6,94,213	48,244	56,013	24,25,455	56,662	43,838	2,54,077	96,867	2,93,819	42,422	98,041	8,85,726	36,74,029	
For Females ...	3,903	...	2,54,796	1,00,067	3,275	807	3,62,848										
Total ...	3,76,822	1,44,572	13,64,290	7,94,280	51,519	56,820	27,88,303	56,662	43,838	2,54,077	96,867	2,93,819	42,422	98,041	8,85,726	36,74,029	
(*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	24·5	18·0	23·6	1·9	·4	4·2	72·6	...	6·3	...	3·7	16·9	·5	...	27·4	100·0	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·1	...	23·9	44·2	3·5	·9	72·6	...	...	18·3	1·2	6·6	·6	·7	27·4	100·0	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	4·3	...	60·8	28·2	...	·7	94·0	...	...	...	3·0	1·7	·6	·7	6·0	100·0	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	10·3	3·9	37·1	21·6	1·4	1·6	75·9	1·5	1·2	6·9	2·6	8·0	1·2	2·7	24·1	100·0	

GENERAL TABLE II.

Abstract return of expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1897-98—(concluded).

(For Details see General Table IV.)

1	Total Direct Expenditure on Public Instruction.						Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
	2	3	4	5	6	7	8	9
3. Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Government Institutions ... Cost to Provincial Revenues ...	154 13 8	402 1 11	4 12 0	...	...	14 15 4	24 0 6	
Government Institutions ... Cost to Local and Municipal Funds ...	2 3 8	...	18 0 3	6 1 6	95 14 1	5 8 10	15 14 3	
Government Institutions ... Total Cost ...	198 7 0	424 2 6	41 11 10	11 14 9	96 14 0	24 6 10	55 2 5	
Local Fund Schools ... Cost to Provincial Revenues ...	...	...	...	...	...	...	...	
Local Fund Schools ... Cost to Local Funds	...	...	4 13 4	3 8 4	...	...	3 11 9	
Total Cost ...	...	...	6 11 1	3 11 8	...	...	4 3 6	
Municipal Schools ... Cost to Provincial Revenues	...	...	0 1 2	...	...	...	0 0 5	
Municipal Schools ... Cost to Municipal Funds	...	...	7 10 11	3 10 6	...	...	5 1 1	
Total Cost ...	...	...	17 5 11	3 12 8	...	...	8 9 0	
Aided Institutions ... Cost to Provincial Revenues ...	67 14 1	...	7 7 6	0 4 8	1,020 0 0	...	3 1 11	
Aided Institutions ... Cost to Local and Municipal Funds ...	5 6 0	...	5 9 3	1 11 9	...	5 3 6	2 13 6	
Total Cost ...	228 5 7	64 13 10	43 9 5	3 15 3	1,091 10 8	8 2 7	17 10 3	
Unaided Institutions ... ... Total Cost ...	168 0 6	68 4 0	21 13 1	11 15 9	...	11 11 11	27 15 7	
All Institutions ... Cost to Provincial Revenues ...	93 9 11	249 2 0	2 12 0	0 1 1	6 1 9	10 1 1	1 14 0	
All Institutions ... Cost to Local and Municipal Funds ...	3 4 11	...	6 9 11	3 2 4	95 4 11	4 11 1	4 1 7	
Total Cost ...	207 6 2	287 15 10	22 13 9	3 14 4	102 13 4	19 10 0	10 5 8	

GENERAL TABLE III.

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh, for the official year* 1897-98.

Class of institutions.	Public institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Borads.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	3	373	373	297	...	...	...	...
University Education. — Oriental	2	385	370	343	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
University Education. — Law	2	76	79	56	...	...	...	...
University Education. — Engineering	1	232	232	232	...	...	...	...
Total	8	1,066	1,054	928	...	...	...	...
Secondary Schools.								
School Education, General. — For Boys — High Schools	34	6,090	6,210	5,360	1	113	115	84
School Education, General. — For Boys — Middle Schools — English	10	934	885	738	23	1,575	1,594	1,258
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	287	30,439	30,036	23,767
School Education, General. — For Girls — High Schools	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	2	56	56	47
Total	44	7,024	7,095	6,098	313	32,183	31,801	25,156
Primary Schools.								
School Education, General. — For Boys	31	2,128	2,012	1,690	4,316	1,56,410	1,51,920	1,17,273
School Education, General. — For Girls	...	...	...	...	138	3,531	3,435	2,601
Total	31	2,128	2,012	1,690	4,454	1,59,941	1,55,355	1,19,874
Schools for Special Instruction.								
School Education, Special. — Training Schools for Masters	4	480	498	436	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	2	259	248	242	...	...	...	...
School Education, Special. — Industrial Schools	1	109	143	118	...	...	...	...
School Education, Special. — Other Schools	37	1,682	1,558	1,032	...	...	...	...
Total	44	2,530	2,447	1,828	...	...	...	...
Total of Colleges and Schools of Public Instruction...	127	12,748	12,608	10,544	4,767	1,92,124	1,87,156	1,45,030

GENERAL

Return of Colleges, Schools *and* Scholars *in the*

	Class of institutions.	Under Private Management.								Grand total of public institutions.	Grand total of scholars on the 31st of March.
		Aided by Government or by Local fund or Municipal Boards.				Unaided.					
		Number of institutions.	Number of scholar on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
	1	10	11	12	13	14	15	16	17	18	19
University Education.	*Arts Colleges.*										
	English	6	758	772	630	7	258	263	225	16	1,389
	Oriental	2	38	39	31	...	...	...	...	4	423
	Colleges or Departments of Colleges for Professional Training.										
	Law	2	101	111	86	4	83	80	70	8	260
	Engineering	...	...	...	...	...	...	...	...	1	232
	Total ...	10	897	922	747	11	341	343	295	29	2,304
School Education, General.	*Secondary Schools.*										
	For Boys — High Schools, ...	51	9,128	9,105	7,736	12	1,714	1,760	1,370	98	17,045
	For Boys — Middle Schools — English,	44	4,407	4,303	3,523	18	1,440	1,467	1,114	95	8,356
	For Boys — Middle Schools — Vernacular	9	894	843	652	...	...	...	...	296	31,333
	For Girls — High Schools ...	16	1,414	1,494	1,357	1	96	80	76	17	1,510
	For Girls — Middle Schools — English,	17	1,731	1,679	1,472	1	60	60	44	18	1,791
	For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	2	56
	Total ...	137	17,574	17,424	14,740	32	3,310	3,367	2,604	526	60,091
	Primary Schools.										
	For Boys	1,498	42,658	40,036	33,582	28	684	606	499	5,873	201,880
	For Girls	139	6,366	5,741	4,414	7	195	180	147	284	10,092
	Total ...	1,637	49,024	45,777	37,996	35	879	786	646	6,157	211,972
School Education, Special.	*Schools for Special Instruction.*										
	Training Schools for Masters	...	...	...	...	...	...	...	...	4	480
	Training Schools for Mistresses	1	7	3	3	...	...	...	...	1	7
	Medical Schools ...	...	...	...	...	...	...	...	...	2	259
	Industrial Schools ...	2	235	229	209	...	...	...	...	3	344
	Other Schools,... ...	4	316	300	239	3	411	417	340	44	2,409
	Total ...	7	558	532	451	3	411	417	340	54	3,499
	Total of Colleges and Schools of Public Instruction.	1,791	68,053	64,655	53,934	81	4,941	4,913	3,885	6,766	277,866
	PRIVATE INSTITUTIONS ... — 1. *Advanced teaching*— (*a*) Arabic or Persian									900	11,386
	(*b*) Sanskrit									305	4,777
	(*c*) Any other oriental classic									43	1,362
	2. Elementary, teaching a vernacular only or mainly ... ... — For Boys ...									3,431	45,678
	2. Elementary, teaching a vernacular only or mainly ... ... — „ Girls ...									80	1,716
	3. Elementary, teaching the Koran — „ Boys ...									1,325	13,299
	3. Elementary, teaching the Koran — „ Girls ...									70	459
	Total									6,154	78,677
	GRAND TOTAL									12,920	3,56,543

TABLE III.

North-Western Provinces and Oudh, for the official year 1897-98.—(concluded).

Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,371	808	...	18	67	1,037	262	5	...	...	
36	423	...	...	...	393	30	...	...	...	
260	...	...	4	6	204	43	3	...	...	
...	...	...	62	...	134	36	...	...	...	
1,667	1,231	...	84	73	1,768	371	8	...	...	
15,686	9,466	13,606	1,613	573	11,498	3,336	25	154	...	
5,736	3,223	7,840	145	754	5,693	1,760	4	68	...	
...	2	31,346	...	174	23,604	7,537	18	1	...	
1,405	266	920	1,092	407	7	...	4	...	110	
899	16	1,897	113	1,644	19	6	9	...	92	
...	24	56	...	...	28	28	...	...	...	
23,726	12,997	55,665	2,963	3,552	40,849	12,667	60	223	202	
1,414	937	201,184	157	737	171,707	28,846	433	96	...	
917	125	9,780	428	1,372	5,672	2,558	62	...	224	
2,331	1,062	210,964	585	2,109	177,379	31,404	495	96	224	
21	...	674	...	1	373	106	...	...	...	
7	...	...	7	...	...	...	...	...	...	
...	...	259	1	62	145	51	...	...	...	
109	...	344	1	236	60	47	...	...	...	
54	350	2,113	...	2	2,087	320	...	...	...	
191	350	3,390	9	301	2,665	524	...	...	...	
27,915	15,640	270,019	3,641	6,035	222,661	44,966	563	319	426	
...	11,386	...	...	...	3,155	8,193	38			
...	4,777	...	...	...	4,775	2	...	57	...	
...	1,362	...	...	...	834	468	60			
2,238	11,121	32,793	1	1,633	33,214	10,732	98	522	...	
2	555	1,159	...	342	1,008	354	12	...	...	
...	13,299	...	...	...	1	13,298	...	421	...	
...	459	...	...	...	...	459	...	...	6	
2,240	42,959	33,952	1	1,975	42,987	33,506	208	1,000	6	
30,155	58,599	303,971	3,642	8,010	265,648	78,472	771	1,319	432	

GENERAL

Return of expenditure on Public Instruction in the

Objects of expenditure.			Public						
			Under public						
			Managed by Government.						
			Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1			2	3	4	5	6	7	8
	Arts Colleges		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	English		1,00,489	1,506	150	29,386	...	869	1,32,400
	Oriental		14,567	...	...	...	...	472	15,039
	Colleges or Departments of Colleges for Professional Training.								
	Law		2,748	...	...	5,192	...	...	7,940
	Engineering		1,22,312	...	...	1,142	27	491	1,23,972
	Total		**2,40,116**	**1,506**	**150**	**35,720**	**27**	**1,832**	**2,79,351**
	Secondary Schools.								
School Education, General.	For Boys — High Schools		30,453	97,637	13,462	1,18,027	833	5,014	2,65,426
	For Boys — Middle Schools — English		3,242	13,350	3,383	9,510	631	598	30,714
	For Boys — Middle Schools — Vernacular		...	...	...	...	...	...	...
	For Girls — High Schools		...	...	...	...	...	...	...
	For Girls — Middle Schools — English		...	...	...	...	...	...	...
	For Girls — Middle Schools — Vernacular		...	...	...	...	...	...	...
	Total		**33,695**	**1,10,987**	**16,845**	**1,27,537**	**1,464**	**5,612**	**2,96,140**
	Primary Schools.								
	For Boys		...	6,196	6,069	11,402	130	193	23,990
	For Girls		...	...	...	...	...	...	...
	Total		...	**6,196**	**6,069**	**11,402**	**130**	**193**	**23,990**
	Schools for Special Instruction.								
School Education, Special.	Training Schools for Masters		...	47,748	...	121	...	375	48,244
	Training Schools for Mistresses		...	...	...	...	...	...	...
	Medical Schools		23,300	...	...	...	571	...	23,871
	Industrial Schools		5,849	...	...	673	...	225	6,747
	Other Schools		...	10,820	...	5,291	...	877	16,988
	Total		**29,149**	**58,568**	...	**6,085**	**571**	**1,477**	**95,850**
	Buildings		1,01,938	16,120	67	...	...	...	1,18,125
	Furniture and Apparatus (Special grants only).		2,628	398	35	125	...	6	3,192
	Total		**1,04,566**	**16,518**	**102**	**125**	...	**6**	**1,21,317**
Scholarships held in	*University*		...	...	...	...	...	...	...
	Direction		...	...	...	...	...	...	...
	Inspection		...	...	...	...	...	...	...
	Arts Colleges		...	...	...	...	...	...	...
	Professional Colleges		...	...	...	...	...	...	...
	Secondary Schools		...	...	...	...	...	...	...
	Primary Schools		...	...	...	...	...	...	...
	Special Schools, other than Training Schools.		...	...	...	...	...	...	...
	Miscellaneous		...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...
	Total Expenditure on Public Instruction.		**4,07,526**	**1,93,775**	**23,166**	**1,80,869**	**2,192**	**9,120**	**8,16,648**

TABLE IV.

North-Western Provinces and Oudh, for the official year 1897-98.

Institutions.

management.

Managed by Local Fund and Municipal Boards.

Provincial Revenues	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	2,000	486	1,919	32	246	4,683
156	1,912	13,359	14,104	42	516	30,089
...	1,43,017	8,009	47,018	731	335	1,99,110
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	664	600	...	...	35	1,299
156	**1,47,593**	**22,454**	**63,041**	**805**	**1,132**	**2,35,181**
...	5,20,477	11,800	27,831	1,719	600	5,62,427
...	13,113	4,319	...	9	...	17,441
...	**5,33,590**	**16,119**	**27,831**	**1,728**	**600**	**5,79,868**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	76,004	1,422	161	...	30	77,617
...	6,969	596	104	50	...	7,719
...	**82,973**	**2,018**	**265**	**50**	**30**	**85,336**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
156	**7,64,156**	**40,591**	**91,137**	**2,583**	**1,762**	**9,00,385**

GENERAL.

Return of expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Board.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
University Education. — English	54,115	...	4,270	46,727	1,897	76,030	1,83,039
University Education. — Oriental	935	60	28	9	23	1,097	2,152
Colleges or Departments of Colleges for Professional Training.							
University Education. — Law	...	...	...	4,732	...	2,468	7,200
University Education. — Engineering	...	...	...	...	...	..	...
Total ...	55,050	60	4,298	51,468	1,920	79,595	1,92,391
Secondary Schools.							
School Education, General. — For Boys ... High Schools	78,633	40,939	15,309	1,59,325	21,627	83,531	3,99,364
School Education, General. — For Boys ... Middle Schools English ...	7,636	17,911	7,322	31,288	14,193	18,588	96,938
School Education, General. — For Boys ... Middle Schools Vernacular ...	...	2,088	480	745	980	6,637	10,930
School Education, General. — For Girls ... High Schools	38,957	2,930	446	57,099	6,368	71,488	1,77,288
School Education, General. — For Girls ... Middle Schools English ...	4,919	9,501	300	6,853	10,792	42,628	74,993
School Education, General. — For Girls ... Middle Schools Vernacular ...	...	...	...	...	...	...	...
Total ...	1,30,145	73,369	23,857	2,55,310	53,960	2,22,872	7,59,513
Primary Schools.							
School Education, General. — For Boys	2,981	56,272	4,936	7,525	13,471	16,551	1,01,736
School Education, General. — For Girls	10,461	16,075	2,146	5,453	17,701	27,429	79,265
Total ...	13,442	72,347	7,082	12,978	31,172	43,980	1,81,001
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses ...	3,060	...	...	215	...	...	3,275
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	1,080	...	...	...	567	1,647
School Education, Special. — Other Schools	...	960	721	285	386	318	2,670
Total ...	3,060	2,040	721	500	386	885	7,592
Buildings	15,150	...	240	14,200	16,012	46,267	91,869
Furniture and Apparatus (Special grants only).	800	591	53	6,613	1,715	16,799	26,571
Total ...	15,950	591	293	20,813	17,727	63,066	1,18,440
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools.	...	...	...	...	...	...	...
Scholarships held in — *Miscellaneous*	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	2,17,647	1,48,407	36,251	3,41,069	1,05,165	4,10,398	12,58,937

TABLE IV.

North-Western Provinces and Oudh, for the official year 1897-98—(concluded).

Institution.									
management.				Total Expenditure from					
Unaided.									Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
6,899	783	36,510	44,192	1,54,604	1,506	4,420	83,012	1,16,089	3,59,631
...	...	...	...	15,502	60	28	9	1,592	17,191
2,320	1,211	1,929	5,460	2,748	...	...	12,244	5,608	20,600
...	...	...	...	1,22,312	...	...	1,142	518	1,23,972
9,219	1,994	38,439	49,652	2,95,166	1,566	4,448	96,407	1,23,807	5,21,394
25,735	1,839	23,077	50,651	1,09,086	1,40,576	29,257	3,05,006	1,36,199	7,20,124
6,004	1,944	13,641	21,589	11,034	33,173	24,064	60,906	50,153	1,79,330
...	...	...	...	...	1,45,105	8,489	47,763	8,683	2,10,040
...	...	...	...	38,957	2,930	446	57,099	77,856	1,77,288
30	...	1,186	1,216	4,919	9,501	300	6,883	54,606	76,209
...	...	...	...	...	664	600	...	35	1,299
31,769	3,783	37,904	73,456	1,63,996	3,31,949	63,156	4,77,657	3,27,532	13,64,290
1,039	963	4,058	6,060	2,981	5,82,945	22,805	47,797	37,685	6,94,213
494	840	2,027	3,361	10,461	29,188	6,465	5,947	48,006	1,00,067
1,533	1,803	6,085	9,421	13,442	6,12,133	29,270	53,744	85,691	7,94,280
...	...	...	...	...	47,748	...	121	375	48,244
...	...	...	...	3,060	...	...	215	...	3,275
...	...	...	...	23,300	...	...	...	571	23,871
...	...	...	...	5,849	1,080	...	673	792	8,394
553	108	4,236	4,897	...	11,780	721	6,129	5,925	24,555
553	108	4,236	4,897	32,209	60,608	721	7,138	7,663	1,08,339
1,661	1,901	2,646	6,208	1,17,088	92,124	1,729	16,022	66,856	2,93,819
53	2,549	2,338	4,940	3,428	7,958	684	6,895	23,457	42,422
1,714	4,450	4,984	11,148	1,20,516	1,00,082	2,413	22,917	90,313	3,36,241
...	...	...	...	...	...	...	56,662	...	56,662
...	...	...	...	43,838	...	...	...	...	43,838
...	...	...	...	...	2,54,077	...	...	...	2,54,077
...	...	...	...	10,238	96	576	4,481	18,684	34,075
...	...	...	...	...	...	...	...	...	...
...	...	...	...	7,032	16,642	2,550	1,773	19,068	47,065
...	...	...	...	...	2	...	...	1,829	1,831
...	...	...	...	8,625	...	...	...	5,271	13,896
...	...	...	...	...	9,457	689	42,144	45,751	98,041
...	...	...	...	69,733	2,80,274	3,815	1,05,060	90,603	5,49,485
44,788	12 138	91,648	1,48,574	6,95,062	13,86,612	1,03,823	7,62,923	7,25,609	36,74,029

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys...	Government	English	44	7,024	1,012	...	1,012	4,338	...	4,338
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	1	79	...	...	...	35	...	35
		Vernacular	284	29,988	...	...	...	5,354	...	5,354
	Municipal	English	23	1,609	13	...	13	776	...	776
		Vernacular	3	451	...	...	...	46	...	46
	Aided	English	95	13,535	1,154	7	1,161	5,021	67	5,088
		Vernacular	9	894	...	...	...	91	...	91
	Unaided	English	30	3,154	180	...	180	1,090	...	1,090
		Vernacular	...	...	...	...	...	...	...	...
	Total		489	56,734	2,359	7	2,366	16,751	67	16,818
For Girls ...	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	...	...	...	...	...	...	...	...
		Vernacular	1	32	...	...	...	...	4	4
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	1	24	...	...	...	...	24	24
	Aided	English	33	3,145	...	86	86	18	509	527
		Vernacular	...	...	...	...	...	...	...	...
	Unaided	English	2	156	1	2	3	6	27	33
		Vernacular	...	...	...	...	...	...	...	...
	Total		37	3,357	1	88	89	24	564	588
Total Secondary Schools			526	60,091	2,360	95	2,455	16,775	631	17,406
Primary Schools—										
For Boys ...	Government		31	2,128	...	...	...	...	...	...
	Local Fund		4,237	152,999	...	...	...	...	...	...
	Municipal		79	3,411	...	...	...	...	...	...
	Aided		1,498	42,658	...	...	...	...	...	...
	Unaided		28	684	...	...	...	...	...	...
	Total		5,873	201,880	...	...	...	...	...	...
For Girls ...	Government		...	...	...	...	...	...	...	...
	Local Fund		118	2,984	...	...	...	...	...	...
	Municipal		20	547	...	...	...	...	...	...
	Aided		139	6,366	...	...	...	...	...	...
	Unaided		7	195	...	...	...	...	...	...
	Total		284	10,092	...	...	...	...	...	...
Total Primary Schools			6,157	211,972	...	...	...	...	...	...
GRAND TOTAL			6,683	272,063	2,360	95	2,455	16,775	631	17,406

TABLE V.

in the North-Western Provinces and Oudh at the end of the official year 1897-98.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,129	...	1,129	545	...	545	...	...	...	7,024	...	7,024
...	...	...	...	...	...	...	...	...	...	...	...
18	...	18	26	...	26	...	...	...	79	...	79
6,711	...	6,711	17,588	1	17,589	334	...	334	29,987	1	29,988
429	...	429	345	...	345	46	...	46	1,609	...	1,609
89	...	89	280	...	280	36	...	36	451	...	451
3,067	63	3,130	3,921	50	3,971	153	32	185	13,316	219	13,535
135	...	135	561	...	561	107	...	107	894	...	894
665	1	666	1,181	2	1,183	35	...	35	3,151	3	3,154
...	...	...	...	...	...	...	...	...	...	...	...
12,243	**64**	**12,307**	**24,447**	**53**	**24,500**	**711**	**32**	**743**	**56,511**	**223**	**56,734**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	3	3	...	25	25	...	...	...	...	32	32
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	24	24
28	554	582	90	1,611	1,701	44	205	249	180	2,965	3,145
...	...	...	...	...	...	...	...	...	...	...	...
8	46	54	4	50	54	3	9	12	22	134	156
...	...	...	...	...	...	...	...	...	...	...	...
36	**603**	**639**	**94**	**1,686**	**1,780**	**47**	**214**	**261**	**202**	**3,155**	**3,357**
12,279	**667**	**12,946**	**24,541**	**1,739**	**26,280**	**758**	**246**	**1,004**	**56,713**	**3,378**	**60,091**
858	...	858	1,270	...	1,270	...	...	...	2,128	...	2,128
21,062	...	21,062	127,880	24	127,904	4,033	...	4,033	152,975	24	152,999
122	...	122	3,192	...	3,192	97	...	97	3,411	...	3,411
1,287	21	1,308	36,781	19	36,800	4,518	32	4,550	42,586	72	42,658
80	...	80	445	...	445	159	...	159	684	...	684
23,409	**21**	**23,430**	**169,568**	**43**	**169,611**	**8,807**	**32**	**8,839**	**201,784**	**96**	**201,880**
...	...	...	...	...	...	...	...	...	...	...	...
...	178	178	...	2,711	2,711	...	95	95	...	2,984	2,984
...	63	63	...	472	472	...	12	12	...	547	547
45	371	416	87	4,943	5,030	67	853	920	199	6,167	6,366
5	11	16	6	137	143	14	22	36	25	170	195
50	**623**	**673**	**93**	**8,263**	**8,356**	**81**	**982**	**1,063**	**224**	**9,868**	**10,092**
23,459	**644**	**24,103**	**169,661**	**8,306**	**177,967**	**8,888**	**1,014**	**9,902**	**202,008**	**9,964**	**211,972**
35,738	**1,311**	**37,049**	**194,202**	**10,045**	**204,247**	**9,646**	**1,260**	**10,906**	**258,721**	**13,342**	**272,063**

GENERAL

Return showing the **Results of Prescribed Examinations** *in*

Nature of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts	2	3	1	6	11	16	2	6	35
2. D. Sc.	1	...	...	1	2	...	...	...	2
3. Bachelor of Arts	2	6	2	10	71	168	26	9	274
4. B. Sc.	1	1	...	2	1	3	...	...	4
5. Intermediate Examination ...	3	6	8	17	118	258	114	20	510
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (*a*) ...	1	1	1	3	104	3	1	...	108
,, ,, Arabic (*b*)	...	...	...	...	...	...	...	...	...
,, ,, Persian (*b*)	...	...	1	1	...	...	4	...	4
4. High Proficiency in Sanskrit (*c*) ...	4	4	24	32	123	17	47	3	190
,, ,, ,, Arabic (*b*) ...	...	...	...	...	...	...	...	...	...
,, ,, ,, Persian (*b*) ...	...	1	1	2	...	4	2	...	6
5. Proficiency in Sanskrit (*d*) ...	3	5	29	37	39	13	71	2	125
,, ,, Arabic (*e*) ...	1	2	...	3	3	3	6	1	7
,, ,, Persian (b) ...	...	1	...	1	...	1	...	...	1
,, ,, Urdu	7	12	3	22	29	57	15	18	119
COLLEGES FOR PROFESSIONAL TRAINING									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	2	5	1	8	78	125	13	...	216
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					14	...	...	...	14
2. B. C. E.					23	...	...	...	23
3. L. C. E.	1	...	...	1	24	...	...	...	24
4. First L. C. E.					18	...	...	...	18
Teaching.									
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... ... Boys ...	35	50	8	93	578	627	116	582	1,903
Girls ..	...	12	2	14	...	57	3	3	63
Middle School Examination... Boys ...	345	94	33	472	3,614	1,165	299	1,313	6,391
Girls ...	1	25	6	32	8	140	19	...	167
Upper Primary Examination... Boys ...	1,864	167	33	2,064	9,382	2,326	376	195	12,279
Girls ...	14	60	6	80	31	383	38	...	452
Lower Primary Examination... Boys ...	4,030	524	33	4,587	18,702	2,672	382	12	21,768
Girls ...	46	65	4	115	109	681	46	...	836
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. Upper... Lower...	4	...	...	4	176	...	...	22	198
2. Training School Examination for Mistresses.	...	1	...	1	...	2	...	...	2
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	62	...	...	5	67
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination ...	1	...	...	1	68	...	...	...	68

(*a*) Acharya examination of the Sanskrit College, Benares, and
(*b*) Punjab University examinations.
(*c*) Madhyama Pariksha examination of the Sanskrit College,
(*d*) Prathama ditto ditto ditto.
(*e*) Mulla examination of Muir Central College and Maulvi

TABLE VI.

North-Western Provinces and Oudh during the official year 1897-98.

Number passed.					Race or Creed of passed Scholars.					
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	
8	9	1	3	21	1	1	15	3	1	
1	...	...	...	1	...	...	1	...	...	
32	82	5	1	120	1	4	81	29	5	
1	2	...	...	3	...	...	2	...	1	
31	95	28	3	157	6	8	121	20	2	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
62	3	1	...	66	...	...	66	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	4	...	4	...	...	...	4	...	
64	13	26	3	106	...	...	106	...	...	
...	...	...	...	...	...	...	...	...	...	
...	2	2	...	4	...	...	...	4	...	
14	6	33	1	54	...	...	54	...	...	
1	2	...	1	4	...	...	...	4	...	
...	...	...	...	...	...	...	...	...	...	
25	47	14	14	100	1	...	73	26	...	Special Vernacular Examination.
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
16	26	1	...	43	...	...	33	10	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
13	...	...	...	13	9	...	4	...	...	Engineer. (Roorkee College examinations.)
23	...	...	...	23	14	...	8	1	...	Upper Subordinate. (Roorkee College examinations.)
24	...	...	...	24	...	...	20	4	...	Lower Subordinate. (Roorkee College examinations.)
12	...	...	...	12	7	...	5	...	...	College Entrance. (Roorkee College examinations.)
...	...	...	...	...	...	...	...	...	...	
259	231	45	66	601	55	10	407	120	9	
...	30	3	3	36	27	9	...	...	...	
2,219	358	60	277	2,914	38	15	2,238	622	1	
6	62	8	...	76	40	30	...	6	...	
4,802	1,124	181	75	6,182	133	90	4,875	1,083	1	
21	271	29	...	321	129	149	36	7	...	
13,660	1,570	215	8	15,453	112	129	12,756	2,444	12	
76	539	42	...	657	132	338	132	55	...	
115	...	...	9	124	1	106	17	...	...	
...	2	...	...	2	2	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
51	...	...	2	53	1	9	32	11	...	
...	...	...	...	...	...	...	...	...	...	
32	...	...	...	32	1	...	20	11	...	

Shastri examination of the Punjab University.

Benares, and Visharada examination of the Punjab University.
ditto Prajna ditto ditto.
examination of the Punjab University.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on*

Objects of Expenditure.		Expenditure of Local Fund				
		In Institutions managed				
		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1		2	3	4	5	6
						Rs.
University Education.	*Arts Colleges.*					
	English	...	...	...	...	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Engineering	...	...	...	...	...
	Total ...	...	...	...	...	...
School Education, General.	*Secondary schools.*					
	For Boys ... High Schools	...	...	...	...	...
	For Boys ... Middle Schools English	1	79	77	66	...
	For Boys ... Middle Schools Vernacular	284	29,988	29,604	23,433	...
	For Girls ... High Schools	...	...	...	...	...
	For Girls ... Middle Schools English	...	...	...	...	...
	For Girls ... Middle Schools Vernacular	1	32	32	27	...
	Total ...	**286**	**30,099**	**29,713**	**23,526**	...
	Primary Schools.					
	For Boys	4,237	1,52,999	1,48,598	1,14,601	...
	For Girls	118	2,984	2,902	2,195	...
	Total ...	**4,355**	**1,55,983**	**1,51,500**	**1,16,796**	...
School Education, Special.	*Schools for Special Instruction.*					
	Training Schools for Masters	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...
	Medical Schools	...	...	...	...	...
	Industrial Schools	...	...	...	...	...
	Other Schools	...	...	...	...	...
	Total ...	...	...	...	...	...
Buildings		...	...	...	...	...
Furniture and Apparatus (Special Grants only), ...		...	...	...	...	...
	Total ...	...	...	...	...	...
Inspection		...	...	...	...	...
Scholarships held in ...	Arts Colleges	...	...	...	...	...
	Professional Colleges... ...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...
	Primary Schools	...	...	...	...	...
	Special Schools other than Training Schools	...	...	...	...	...
Miscellaneous		...	...	...	...	...
	Total ...	...	...	...	...	...
	GRAND TOTAL ...	**4,641**	**1,86,082**	**1,81,213**	**1,40,322**	...

TABLE VII.

Public Instruction in the North-Western Provinces and Oudh, for the official year 1897-98.

Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by—			
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	1,506	...	...	1,506
...	...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,506	...	60	1,566
...	...	...	...	...	...	97,637	2,000	40,939	1,40,576
340	677	671	...	509	2,197	13,350	1,572	17,911	33,173
1,43,017	5,741	46,674	731	335	1,96,498	...	...	2,088	1,45,105
...	...	...	...	...	...	...	...	2,930	2,930
...	...	...	...	...	...	...	...	9,501	9,501
184	...	...	...	35	219	...	480	...	664
1,43,541	6,418	47,345	731	879	1,98,914	1,10,987	4,052	73,369	3 31,949
5,20,477	1,617	27,508	1,719	600	5,51,921	6,196	...	56,272	5,82,945
12,909	408	...	9	...	13,326	...	204	16,075	29,188
5,33,386	2,025	27,508	1,728	600	5,65,247	6,196	204	72,347	6,12,133
...	...	...	...	...	...	47,748	...	...	47,748
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,080	1,080
...	...	...	...	...	...	10,820	...	960	11,780
...	...	...	...	...	...	58,568	...	2,040	60,608
76,004	214	161	...	30	76,409	16,120	...	...	92,124
6,969	394	104	...	...	7,467	398	...	591	7,958
82,973	608	265	...	30	83,876	16,518	...	591	1,00,082
...	...	...	...	...	...	...	...	...	2,54,077
...	...	...	...	...	...	...	...	...	96
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	16,642
...	...	...	...	...	...	...	...	...	2
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	9,457
...	...	...	...	...	...	...	...	...	2,80,274
7,59,900	9,051	75,118	2,459	1,509	8,48,037	1,93,775	4,256	1,48,407	13,86,612

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on*

Objects of expenditure.			Expenditure of					
			In Institutions managed					
			Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance	Provincial Grants.	Municipal Rates.
1			17	18	19	20	21	22
							Rs.	Rs.
	Arts Colleges.							
University Education.	English		...	...	...	...	...	...
	Oriental		...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law		...	...	...	...	...	...
	Engineering		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	Secondary Schools.							
School Education, General.	For Boys ...	High Schools	1	113	115	84	...	486
		Middle Schools — English ...	22	1,496	1,517	1,192	156	12,682
		Middle Schools — Vernacular ...	3	451	432	334	...	2,268
	For Girls ...	High Schools	...	...	...	...	...	...
		Middle Schools — English ...	...	...	...	...	...	...
		Middle Schools — Vernacular ...	1	24	24	20	...	600
	Total ...		27	2,084	2,088	1,630	156	16,036
	Primary Schools.							
	For Boys		79	3,411	3,322	2,672	...	10,183
	For Girls		20	547	533	406	...	3,911
	Total ...		99	3,958	3 855	3,078	...	14,094
	Schools for special Instruction.							
School Education, Special.	Training Schools for Masters		...	...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...
	Industrial Schools		...	...	...	...	...	...
	Other Schools		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
Buildings			...	...	...	...	...	1,208
Furniture and Apparatus (Special Grants only) ...			...	...	...	...	...	202
	Total ...		...	...	...	...	...	1,410
Inspection								
Scholarships held in...	Arts Colleges		...	...	...	...	...	...
	Professional Colleges ...		...	...	...	...	...	...
	Secondary Schools... ...		...	...	...	...	...	...
	Primary Schools		...	...	...	...	...	...
	Special Schools other than Training Schools		...	...	...	...	...	...
Miscellaneous			...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	Grand Total ...		126	6,042	5,943	4,708	156	31 540

TABL VII.

Public Instruction in the North-Western Provinces and Oudh, for the official year 1897-98—(concluded).

Municipal Boards on Public Instruction.									
by Municipal Boards.					In Institutions managed by—			Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	150	...	4,270	4,420	5,926
...	...	...	...	...	...	...	28	28	88
...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	150	...	4,298	4,448	6,014
2,000	1 919	32	246	4,683	13,462	...	15,309	29,257	1,69,833
1,572	13,433	42	7	27,892	3,383	677	7,322	24,064	57,237
...	344	...	...	2,612	...	5,741	480	8,489	1,53,594
...	...	...	...	...	...	...	446	446	3,376
...	...	...	...	...	...	...	300	300	9,801
480	...	...	...	1,080	...	...	...	600	1,264
4,052	15,696	74	253	36,267	16,845	6,418	23,857	63,156	3,95,105
...	323	...	...	10,506	6,069	1,617	4,936	22,805	6,05,750
204	...	...	...	4,115	...	408	2,146	6,465	35,653
204	323	...	...	14,621	6,069	2,025	7,082	29,270	6,41,403
...	...	...	...	...	...	...	...	...	47,748
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1,080
...	...	...	...	...	...	...	721	721	12,501
...	...	...	...	...	...	...	721	721	61,329
...	...	...	...	1,208	67	214	240	1,729	93,853
...	...	50	...	252	35	394	53	684	8,642
...	...	50	...	1,460	102	608	293	2,413	1,02,495
...	...	...	...	...	...	...	...	...	2,54,077
...	...	...	...	...	...	...	...	576	672
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,550	19,192
...	...	...	...	...	...	...	...	...	2
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	689	10,146
...	...	...	...	...	...	...	...	3,815	2,84,089
4,256	16,019	124	253	52,348	23,166	9,051	36,251	1,03,823	14,90,435

GENERAL TABLE VIII FOR MALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1897-98.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government	43	998	80	650	70	198	2,152	7,100	3,401	3,540	16,193	
2. Managed by Local or Municipal Boards ...	112	1,197	...	1,182	14	1	...	5,535	89	1,135	6,759	
3. Aided by Government or by Local or Municipal Boards.	33	1,551	129	1,393	15	14	5,378	3,116	38,180	1,55,694	2,02,368	
4. Unaided	30	665	249	298	113	5	...	...	9,008	46,764	55,772	

GENERAL TABLE VIII FOR FEMALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1897-98—(concluded).

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	18	1,135	4	850	281	...	4,677	1,387	44,820	1,00,837	1,51,721	
4. Unaided	9	854	...	854	...	...	...	...	32,821	976	33,797	

GENERAL

Return of Colleges, Schools *and* Scholars *in the North-Western*

(For Europeans

Class of institutions.	Public institutions.								Grand total of public institutions.	Grand total of scholars on the 31st March.
	Under Private Management.									
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.					
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	2	3	4	5	6	7	8	9	10	11
Arts Colleges.										
UNIVERSITY EDUCATION.										
English	...	...	...	...	1	2	2	2	1	2
Total ...	...	...	...	...	1	2	2	2	1	2
Secondary Schools.										
SCHOOL EDUCATION, GENERAL — For Boys. — High Schools ...	14	1,577	1,557	1,446	2	51	45	40	16	1,628
For Boys. — Middle Schools — English ...	1	148	123	121	...	...	...	...	1	148
For Girls. — High Schools ...	11	956	1,027	949	1	96	80	76	12	1,052
For Girls. — Middle Schools — English ...	2	120	158	131	..	...	..	...	2	120
Total ...	28	2,801	2,865	2,647	3	147	125	116	31	2,948
Primary Schools.										
For Boys...	6	157	161	129	...	...	...	...	6	157
For Girls	8	373	363	302	2	55	54	43	10	428
Total ...	14	530	524	431	2	55	54	43	16	585
Schools for Special Instruction.										
SCHOOL EDUCATION, SPECIAL. — Training Schools for Mistresses.	1	7	3	3	...	...	...	...	1	7
Total ...	1	7	3	3	...	...	...	...	1	7
Total of Colleges and Schools of Public Instruction.	43	3,338	3,392	3,081	6	204	181	161	49	3,542

TABLE III.

Provinces and Oudh, for the official year 1897-98.

and Eurasians).

Number of Scholars on the 31st of March learning—			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
12	13	14	15	16	17	18	19	20	21	22
2	2	...	2	...	...	...	...	...	...	
2	2	...	2	...	...	...	...	...	...	
1,628	455	1,103	1,591	4	18	7	8	154	...	
148	6	61	143	5	...	...	...	68	...	
1,052	225	499	1,046	2	3	...	1	...	110	
120	16	73	110	2	...	...	8	...	56	
2,948	702	1,736	2,890	13	21	7	17	222	166	
157	...	44	157	...	...	...	...	72	...	
428	...	96	426	...	1	...	1	...	188	
585	...	140	583	...	1	...	1	72	188	
7	...	...	7	...	...	...	...	...	...	
7	...	...	7	...	...	...	...	...	...	
3,542	704	1,876	3,482	13	22	7	18	294	354	

GENERAL

Return of **Expenditure** *on Public* **Instructoin** *in the*

(For Europeans

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.							
English ...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	45,232	...	1,000	65,133	8,721	36,322	1,56,408
For Boys — Middle Schools — English ...	4,906	...	720	195	7,400	1,511	14,732
For Girls — High Schools	37,225	...	446	51,335	1,349	51,104	1,41,459
For Girls — Middle Schools — English ...	3,719	...	240	4,022	4,891	1,943	14,815
Total ...	**91,082**	...	**2,406**	**1,20,685**	**22,361**	**90,880**	**3,27,414**
Primary Schools.							
For Boys	2,981	...	290	2,378	691	2,804	9,144
For Girls	6,309	1,349	558	4,595	1,848	1,448	16,107
Total ...	**9,290**	**1,349**	**848**	**6,973**	**2,539**	**4,252**	**25,251**
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training schools for mistresses.	3,060	...	...	215	...	...	3,275
Total ...	**3,060**	...	...	**215**	...	...	**3,275**
Buildings	9,600	...	...	9,538	4,142	15,129	38,409
Furniture and Apparatus (Special grants only)	800	534	...	6,169	1,037	14,145	22,685
Total ...	**10,400**	**534**	...	**15,707**	**5,179**	**29,274**	**61,094**
Inspection	...	...	...	...	...	...	...
Scholarships held in Secondary Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction	**1,13,832**	**1,883**	**3,254**	**1,43,580**	**30,079**	**1,24,406**	**4,17,034**

TABLE IV.

North-Western Provinces and Oudh, for the official year 1897-98.

and Eurasians.)

Institutions.									
Management.				Total Expenditure from—					Grand Total.
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
30	...	...	30	...	...	...	30	...	30
30	...	...	30	...	...	...	30	...	30
7,207	...	...	7,207	45,232	...	1,000	72,340	45,043	1,63,615
...	...	...	...	4,906	...	720	195	8,911	14,732
...	...	...	...	37,225	...	446	51,335	52,453	1,41,459
...	...	...	...	3,719	...	240	4,022	6,834	14,815
7,207	...	...	7,207	91,082	...	2,406	1,27,892	1,13,241	3,34,621
...	...	...	...	2,981	...	290	2,378	3,495	9,144
494	840	75	1,409	6,309	1,349	558	5,089	4,211	17,516
494	840	75	1,409	9,290	1,349	848	7,467	7,706	26,660
...	...	...	...	3,060	...	...	215	...	3,275
...	...	...	...	3,060	...	...	215	...	3,275
...	...	...	...	9,600	...	...	9,538	19,271	38,409
...	...	...	...	800	534	...	6,169	15,182	22,685
...	...	...	...	10,400	534	...	15,707	34,453	61,094
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,947	...	...	300	993	3,240
...	...	...	...	...	...	...	6,214	15,491	21,705
...	...	...	...	1,947	...	...	6,514	16,484	24,945
7,731	840	75	8,646	1,15,779	1,883	3,254	1,57,825	1,71,884	4,50,625

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General

(For Europeans

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided, English	15	1,725	160	7	167	519	67	586
For Boys ... Unaided, English	2	51	17	...	17	17	...	17
Total ...	17	1,776	177	7	184	536	67	603
For Girls ... Aided, English	13	1,076	...	59	59	18	325	343
For Girls ... Unaided, English	1	96	1	2	3	6	21	27
Total ...	14	1,172	1	61	62	24	346	370
Total, Secondary Schools ...	31	2,948	178	68	246	560	413	973
Primary Schools—								
For Boys, Aided	6	157	...	...	...	...	...	...
Total ...	6	157	...	...	...	...	...	...
For Girls ... Aided	8	373	...	...	...	...	...	...
For Girls ... Unaided	2	55	...	...	...	...	...	...
Total ...	10	428	...	...	...	...	...	...
Total Primary Schools ...	16	585	...	...	...	...	...	...
Grand Total... ...	47	3,533	178	68	246	560	413	973

TABLE V.

Education in the North-Western Provinces and Oudh, at the end of the official year 1897-98.

and Eurasians.)

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
461	63	524	249	50	299	117	32	149	1,506	219	1,725
8	1	9	5	2	7	1	...	1	48	3	51
469	64	533	254	52	306	118	32	150	1,554	222	1,776
26	265	291	56	181	237	44	102	146	144	932	1,076
8	30	38	4	12	16	3	9	12	22	74	96
34	295	329	60	193	253	47	111	158	166	1,006	1,172
503	359	862	314	245	559	165	143	308	1,720	1,228	2,948
21	21	42	26	19	45	38	32	70	85	72	157
21	21	42	26	19	45	38	32	70	85	72	157
45	56	101	51	58	109	67	96	163	163	210	373
5	7	12	6	10	16	14	13	27	25	30	55
50	63	113	57	68	125	81	109	190	188	240	428
71	84	155	83	87	170	119	141	260	273	312	585
574	443	10,17	397	332	729	284	284	568	1,993	1,540	3,533

ORDERS OF GOVERNMENT.

No. $\frac{384}{\text{XV}-\frac{48}{6}}$ OF 1898.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Naini Tal, the 6th October 1898.

READ—

The General Report on Public Instruction in the North-Western Provinces and Oudh, for the year ending 31st March 1898, submitted by the Director of Public Instruction.

OBSERVATIONS.—The report has been submitted with commendable punctuality, copies reaching the Government from the Press on the 26th September. The report for the previous year was of special length and importance, as it contained a detailed account of the progress of education in the quinquennial period ending on the 31st March 1897. The results of the administration of the Department for a further period of twelve months have now to be noticed; they are very fully dealt with in the main body of the report, and in a general summary the chief features of the year from an educational point of view have been brought together.

2. During the past year the number of scholars in public and private institutions increased by 3,702 (from 352,729 in 1896-97 to 356,431), the number of institutions by 414 (from 12,498 in 1896-97 to 12,912), and the expenditure by Rs. 34,123 (from Rs. 36,39,906 in 1896-97 to Rs. 36,74,029). The greater portion of the increase of expenditure took place in middle schools: considerable savings were effected in the expenditure on buildings and on miscellaneous charges, which were devoted to tuitional expenses. The net rise in the number of scholars is due to a variety of causes. A decrease of 5,236 in public primary schools for boys is more than counterbalanced by a rise of 6,545 in private institutions; in public middle schools the numbers rose by 1,397, owing chiefly to redistribution of the scholars among the classes; but in primary schools for girls there was a clear gain of 935. The figures given in paragraph 18 of the report are interesting as showing the relative spread of education in different parts of the Provinces. The Meerut and Rohilkhand Divisions head the list with a percentage of male scholars to male population of school-going age of 13·8 and 11· respectively; Agra, Allahabad, and Kumaun are the only other divisions with a percentage of over 10; and last of all come Fyzabad and Gorakhpur with the very low percentages of 6·9 and 5·8 respectively. The state of education in these two divisions requires the special attention of the Department.

3. The average enrolment and the total expenditure on colleges were practically the same as in the previous year, and the statistics of the year are chiefly remarkable for a substantial rise in the fee income, and for a considerable fall not only in the number of candidates who presented themselves at the Intermediate examination, but in the proportion of those who passed. Inquiry should be made into the practical evasion of the orders of Government regarding fee-rates in one of the aided colleges, which is brought to notice in paragraph 29 of the report. It

is remarked that " the drift of students from State colleges to cheaper institutions seems to have stopped," but it is matter for regret that, owing to the comparative unpopularity of the science course, the special facilities afforded by the Muir College for the study of science are little appreciated, and fail to attract students from a distance. The demand for instruction in science appears to be extremely limited, and the question of the best means of utilizing the services of the highly qualified staff is one that requires the serious consideration of the Director. The alterations recently made by the University in the subjects for the B.A. examination, which come into force from 1899, are likely, judging by the experience of the Canning College, to have the undesirable effect, at least for the present, of inducing candidates to take up philosophy, political economy, and political science in preference to a more useful course of study; it may be that in future years, when the results of the modified examination can be scrutinized, the subjects above-noted will lose their popularity, but for the present they appear to have thrown mathematics, chemistry, and physics into the background. The Government is glad to observe the good progress which is reported to have been made by Christ Church College, Cawnpore. By the lamented death of Sir Saiyid Ahmad Khan, Bahádur, K.C.S.I., LL.D., the Muhammadan Anglo-Oriental College, Aligarh, was deprived of its illustrious founder and main support; his place will be difficult to fill, but the Lieutenant-Governor and Chief Commissioner has the satisfaction of knowing that Muhammadan gentlemen of position and distinction are uniting in strenuous endeavour to carry on his work and to place the financial position of the college on a sound basis. He wishes them every success in their undertaking. It is noteworthy that, for the first time in its history, the Sanskrit College, Benares, examined a woman candidate, who passed the Prathama examination.

4. It is satisfactory to learn that the postponement of the study of English until boys have passed through the Lower Primary section of Anglo-Vernacular schools, with the view of ensuring a better foundation for English education, has resulted in a reduction in the number of classes and examinations, as it is has become possible to simplify the elaborate system of classification hitherto adopted by assimilating the courses in Vernacular schools and those in the lower sections of Anglo-Vernacular schools. Still further simplification seems possible in the direction of amalgamating certain examinations, now held separately, for boys and girls. The various kinds of schools, and the sections into which they are divided, excluding a preparatory section, now stand as follows :—

A.—High.			Class X	Anglo-Vernacular schools.
			" IX	
B.—Middle	Upper		" VIII	
			" VII	
	Lower		" VI	
			" V	
C.—Primary	Upper		" IV	Anglo-Vernacular and Vernacular schools.
			" III	
	Lower		" II	
			" I	

By this re-classification the number of schools for boys in each class has been somewhat altered, as the figures given in the margin show. The number of boys learning English in the High, Middle, and Upper Primary sections of schools in the United Provinces is said to be 18,778. Notwithstanding the increase in fees of recent years, State schools continue to hold their own in the number of the scholars, and, as judged by the results of the examinations, in their quality as well. The Lieutenant-Governor and Chief Commissioner, however, regrets to see that the unsatisfactory management of schools by Municipal Boards, and also by District Boards, is again the subject of comment: in the case of the former, steps are being taken to remedy defects by bringing the schools under the educational rules generally in force; it is hoped that the good sense of the latter will prevail when the necessity of an improved system of management is pointed out to them. The question of continuing grants-in-aid to schools which refrain, as mentioned in paragraph 46 of the report, from sending up their scholars for examinations held in these Provinces should be separately referred to Government for orders. It is the duty of the Educational Department to ascertain by inspection whether such schools are properly conducted and deserving of the continuance of the grant.

	1896-97.	1897-98.
Anglo-Vernacular—		
(a) High	81	82
(b) Middle	71	94
(c) Primary	69	43
Total ...	221	219
Vernacular—		
(a) Middle schools with (Lower) Middle and Primary sections ...	297	296
(b) Primary and indigenous schools,	11,436	11,826
Total ...	11,954	12,341

The very serious defects in teaching enumerated in paragraph 47 raise doubts in the Lieutenant-Governor's mind as to whether the present system of education is altogether sound, and whether it is not to be blamed in great part for the results. The conclusion of the Director, as given in the extract quoted on the margin—that better qualified teachers are urgently required—cannot be gainsaid, and at the same time His Honor is inclined to the opinion that to counteract, so far as possible, the present evil methods of "cram," the course of study should be specialized, and the number of compulsory subjects reduced or a pass examination be allowed in certain subsidiary subjects. Without making the examinations easier, it should be possible to make them more thorough in a smaller number of subjects.

"The * * * review of the teaching in Anglo-Vernacular schools is taken from the reports of the Inspectors. It shows how utterly wrong much of the teaching in these schools is. But whatever instructions may be given them for their guidance, teachers must be left for the most part to teach their own classes in their own way. The only hope is to supply men with a better training to undertake the work. At the best it will take a long time to effect the necessary reforms; and with the existing meagre provision for training teachers the prospect is not encouraging. Good teaching is impossible without good teachers. Yet there are not wanting persons who clamour for easier examinations, as the one thing needful for the promotion of education in these Provinces."

In addition to the need for better paid and better qualified teachers trained in a normal school, the want of well equipped boarding houses is much felt in Anglo-Vernacular and also in Vernacular Middle schools; the provision of both would certainly result in an improvement in the discipline maintained, and with a return of financial prosperity to the

Provinces, it is hoped that substantial progress in supplying the demands may be made. Many desirable reforms have had to be postponed during the recent calamitous years.

5. Secondary Vernacular education continues to be far from popular, the number of scholars in the middle sections of Vernacular Middle Schools for boys declining from 6,024 in the previous year to 5,491 in the year under report. The inequality throughout the Provinces in the fee-rates of these schools which is said to exist is noticeable; and the Government is glad to learn that measures have been taken by the Director of Public Instruction to remove the more conspicuous anomalies. Notwithstanding the defective supply of teachers, which is much complained of, the candidates were most successful in the Vernacular Middle examination, no less than 1,977 having passed, the greatest number since 1889. It is reported that the improvement was general throughout the Provinces, and that the result was not due to any lowering of the standard of examinations, but to the schools working up more thoroughly to the requirements of the Department.

6. The total number of Primary schools for boys falls under the following heads:—

		1896-97.	1897-98.
Schools managed by District and Municipal Boards.	Upper Primary ...	2,289	2,336
	Lower „ ...	2,153	1,980
	Total ...	4,442	4,316
Aided schools ...	Upper Primary ...	114	301
	Lower „ ...	1,376	1,182
	Total ...	1,490	1,483
Unaided (Arabic, Sanskrit, Elementary, &c.),		5,504	6,027
	Grand Total ...	11,436	11,826

The most noticeable feature is the reduction in the number of State and aided, and the increase in the number of unaided, institutions, accompanied by similar changes in the number of scholars. The decrease in enrolment in public institutions is said to be due to the fact that a number of aided Primary schools which were opened during the preceding year could not be retained on the grant-in-aid list by District Boards, owing to deficiency of funds, and they therefore fell back into the position of private institutions. If this is so to any great extent, it is to be regretted that District Boards undertook such liabilities without due consideration of the possibility of maintaining them, though in some cases no doubt during the past year unforeseen expenditure in connection with the prevention of plague exercised a disturbing influence on their finances. The famine and the severe epidemic of fever which followed it also interfered with the attendance of scholars. The Lieutenant-Governor and Chief Commissioner fully agrees in the remarks recorded in paragraph 71 regarding the increase in the number of Upper Primary schools under the management of District Boards:—

"The Upper Primary classes in these schools are even smaller, on an average, than they were last year. It would be better to have fewer of these Upper Primary schools, and to have them at the same time better staffed and equipped. Boys at this stage are old enough to walk a mile or two further to school than they could be expected to do when in the Lower Primary classes. Education would certainly be improved if this were kept in mind by the District Boards. It has received attention in some districts, and in consequence several Upper Primary schools have been reduced to the status of Lower Primary schools."

As in the case of Middle schools, the question of fees is one that requires the attention of District Boards, to whose notice the remarks made in paragraph 73 of the report should be brought by Chairmen. It is satisfactory to note that in some parts of the Provinces much progress has been made in the introduction of physical exercise and games.

7. In paragraph 82 *et seq.* of the report is given an interesting account of the measures taken during the past year to carry out the policy of encouraging and advancing elementary education by means of grants-in-aid to indigenous schools. The number of scholars enrolled in such schools has increased to 42,042, and though difficulties have to be encountered and overcome in organizing the system, the results may be regarded as encouraging. Too much seems to be expected of the managers. As the Director remarks, "there is no reason why the teacher of the school should not himself be its manager; some of the best schools have no managers other than their teachers." If the members of the District Boards or resident landholders of position can be induced to take an interest in the development of these schools and to co-operate in looking after them, the defects at present noticed will, it is hoped, disappear. No better justification for the adoption of the new policy is wanted than the conclusion recorded by the Director that "the schools, with all their faults, are found to have been welcome, and to have given a decided impetus to the spread of Primary education."

8. Good work, though unfortunately of limited extent, has been done during the year at the newly established Anglo-Vernacular Training College at Lucknow, under the management of Mr. J. C. Kempster. Both the Superintendent and the students appear to have their hearts in the work, and it is reported that the influence and utility of the school are being widely felt. With so great a demand for certificated teachers, and with crowds of educated candidates asking for employment in executive posts, it is disappointing that the career offered by the Educational Department still finds little favour. During the year only one private student attended the Training College, and the number of the stipendiary students was less than in the previous year. A small decrease has also occurred in the number of students (teachers and others) in the Normal schools. Effective arrangements should be made for the provision of suitable appointments for trained teachers passing out of these schools, whose services appear to be little appreciated by some of the Deputy Inspectors. A complaint is made in paragraph 86 that one of the boarding houses is not fit for habitation, but it is not stated what steps were taken by the head of the Department on

receiving such information. A separate report on the subject must be immediately submitted.

9. In Chapter VIII, which deals with professional and technical education, the effect produced on the study of law by the new Regulations in Law, which will come into force from 1st January 1899, requiring that only those persons who have prosecuted a course of study for two years after having passed the B.A. or B.Sc. examination may be admitted to the examination for the degree of Bachelor of Laws, is discussed. With the raising of the qualification, the number of students in the law classes has, as was anticipated, fallen considerably, from 366 in 1896-97 to 260 in 1897-98,—a result which is not a matter for regret. The question of the levy of fees in these classes may require to be specially dealt with. The Medical School at Agra had during the year the full number of pupils allowed by the rules. The report on the school is submitted to Government by the Inspector-General of Civil Hospitals, who will be asked to supply the Director of Public Instruction with a copy for information. At Roorkee great progress was made in introducing the reforms determined upon in recent years and in carrying out the measures elaborated by the Principal, Lieutenant-Colonel J. Clibborn, before he went on leave, of which an interesting account is given in paragraph 89 of the report. The duties of Principal were efficiently performed by Captain E. D. Bullen, R.E., whose sad death at the close of the year has to be recorded. The good work done in the photographic department under Mr. O'Neill, the Instructor, is especially noticeable. The Industrial School, Lucknow, is managed by a committee, of which the Director of Public Instruction is a member. It is believed that most of the boys who have passed through the school have gone away with means at their command of earning a good living and have obtained well-paid employment as artizans. Complaint is made of the new rules. The rules were revised in 1897, after sufficient experience of the working of the school had been obtained, with the object of bringing the school into direct connection with the Thomason College, Roorkee, and in accordance with the recommendations of the Committee of which the Director of Public Instruction was a member. The accounts of the Agricultural School at Cawnpore are most satisfactory, and also those of the Colvin School established at Lucknow for the sons of Taluqdárs, which is much indebted for its prosperity to the able management of Mr. H. G. I. Siddons, now on leave.

10. Under the head of Female Education the expenditure increased by Rs. 38,035, chiefly from private sources, and the total number of female scholars in public institutions from 12,114 to 13,530, raising the percentage of girls attending schools to the female population of school-going age from ·36 to ·40. The number of schools for females also increased by 20. The Rohilkhand Division shows the highest percentage of scholars, ·82, and the Fyzabad and Gorakhpur the lowest, ·16 and ·13 respectively. It is satisfactory to learn that "there are now an appreciable number of little girls under instruction in the ordinary

Primary schools," and "that there is growing activity and earnestness in the cause of the higher education of girls."

11. The number of new text-books which are brought before the Text-Book Committee for examination by authors or publishers during the course of a year, with a view to their adoption for schools, is somewhat alarming (267); most of the books were not required or were unsuitable, only 24 in all being approved as text-books. It is essential that when once suitable books have been selected, there should be as little change as possible.

12. The acknowledgments of the Government are due to the Director for an interesting and exhaustive report, which bears testimony to the efficient administration of the Department during the year. Many of the suggestions made and criticisms recorded in the report will be helpful to subordinate officers of the Department and to Chairmen of District Boards in improving the condition of schools and in remedying defects. A study of the report is commended to their attention.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction, North-Western Provinces and Oudh, for information.

Ordered also that a copy be published in the *North-Western Provinces and Oudh Government Gazette.*

By order, &c.,

W. H. L. IMPEY,

Secy. to Govt., N.-W. P. and Oudh.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR

1898-99.

LIBRARY
OF THE
BOMBAY
BRANCH
OF THE
ROYAL ASIATIC SOCIETY

ALLAHABAD:
Printed at the North-Western Provinces and Oudh Government Press.
1899.

134179

GENERAL REPORT
ON
PUBLIC INSTRUCTION, N.-W. P. AND OUDH,
FOR THE YEAR 1898-99.

INDEX.

CHAPTER I.—PRELIMINARY.

PARA.		PAGE.
1.	Important changes during the year	1
2.	Suggested reforms	1—2

CHAPTER II.—GENERAL SUMMARY.

SECTION A.—*The Province.*

3.	Number and distribution of schools and scholars	3
4.	Expenditure	3—6
5.	Fees	6
6.	Scholarships	*ib.*
7.	Results of Examinations	6—7
8.	Physical education	7
9.	Boarding-houses	*ib.*
10.	Conduct of scholars	*ib.*
11.	General progress	*ib.*
12.	The encouragement given to education by District Boards	8
13.	The encouragement given to education by Municipal Boards	*ib.*
14.	Management of schools by District Boards	*ib.*
15.	Management of Municipal schools	*ib.*
16.	The work of European Societies	*ib.*
17.	The work of Native Societies and individuals	*ib.*

SECTION B.—*Summary of progress in each Division.*

18.	Progress in each division	8—10

CHAPTER III.—CONTROLLING AND INSTRUCTING AGENCIES.

19.	Changes in the superior departmental staff	11
20.	Tours of inspecting officers	*ib.*
21.	Deficiency of the district inspecting staff	*ib.*

CHAPTER IV.—UNIVERSITY EDUCATION.

22.	Enrolment in Arts Colleges	12
23.	Expenditure in Arts Colleges	*ib.*
24.	The M. A. and D. Sc. Examinations	13
25.	The B. A. and B. Sc. Examinations	13—14
26.	The Intermediate Examination	14—15
27.	Muir Central College, Allahabad	15—17
28.	Queen's College, Benares	17
29.	Canning College, Lucknow	*ib.*
30.	Agra College	17—18
31.	Muhammadan Anglo-Oriental College, Aligarh	18
32.	Bareilly College	*ib.*
33.	Meerut College	*ib.*
34.	Christ Church College, Cawnpore	*ib.*
35.	St. John's College, Agra	18—19
36.	Káyasth Páthshála, Allahabad	19
37.	Reid Christian College, Lucknow	*ib.*

Oriental College and Departments.

38.	Expenditure	*ib.*
39.	Sanskrit College, Benares	19—20
40.	Canning College, Oriental Department	20
41.	The Mulla Examination	*ib.*

PARA.		PAGE.
	CHAPTER V.—ANGLO-VERNACULAR SCHOOLS FOR BOYS.	
42.	Number and distribution of schools and scholars	22—23
43.	Expenditure	24
44.	Fees	24—25
45.	Scholarships	25—26
46.	Entrance and School Final Examination	27—28
47.	English Middle Examination	28—29
48.	Lower Middle Examination (Anglo-Vernacular candidates)	29—30
49.	Boarding-houses	30
50.	Conduct of scholars	31
51.	General progress of English education	31—32
52.	Buildings, furniture, and apparatus	32
53.	Supply of teachers	32—33
54.	Remarks by Inspectors on the Lower Middle Examination	33
	CHAPTER VI.—VERNACULAR SCHOOLS FOR BOYS.	
	SECTION A.—*General.*	
55.	Number of schools and scholars	34—36
56.	Expenditure	36
57.	Examination results (Lower Middle Examination)	36—37
58.	Upper Primary Examination	37
59.	Lower Primary Examination	37—39
	SECTION B.—*Vernacular Middle Schools.*	
60.	Number and distribution of schools and scholars	40
61.	Expenditure	40—41
62.	Fees	42—43
63.	Scholarships	43—44
64.	Boarding-houses	44
65.	Conduct of scholars	*ib.*
66.	Supply of teachers	*ib.*
67.	Accommodation and equipment...	*ib.*
	SECTION C.—*Vernacular Primary Schools.*	
	(1) *District Boards' Schools.*	
68.	Number and distribution of schools and scholars	45
69.	Expenditure	*ib.*
70.	Fees	45—48
71.	Conduct of scholars	48
72.	Physical exercises	*ib.*
73.	Supply and efficiency of teachers	*ib.*
74.	School buildings and equipment	49
75.	Management of schools	*ib.*
76.	School hours	*ib.*
	(2) *Aided Vernacular Primary Schools.*	
77.	Aided Primary Schools	50—51
	(3) *Unaided primary and indigenous schools.*	
78.	Unaided and indigenous schools	52
	CHAPTER VII.—TRAINING SCHOOLS FOR TEACHERS.	
	SECTION A.—*The Anglo-Vernacular Training College.*	
79.	The Training College, Lucknow	53—54
	SECTION B.—*Normal Schools for male teachers.*	
80.	Normal Schools	55
	CHAPTER VIII.—PROFESSIONAL AND TECHNICAL EDUCATION.	
	SECTION A.—*Law classes.*	
81.	Law classes	56
	SECTION B.—*Medical Education.*	
82.	Agra Medical School	56
	SECTION C.—*Thomason Civil Engineering College, Roorkee.*	
83.	Thomason College	57—60

PARA.		PAGE.
	SECTION D.—*Industrial Schools.*	
84.	Industrial School, Lucknow	60—61
85.	Other industrial schools	61
	SECTION E.—*Agricultural Schools, Cawnpore.*	
86.	Abstract of report	61—62
	CHAPTER IX.—FEMALE EDUCATION (NATIVE).	
	SECTION A.—*General.*	
87.	Statistics	63—64
	SECTION B.—*Anglo-Vernacular Schools for Girls.*	
88.	Statistics of Anglo-Vernacular Schools for Girls	64
89.	Middle English Examination	64—65
	SECTION C.—*Middle Vernacular Schools for Girls.*	
90.	Middle Vernacular Schools	65
	SECTION D.—*Primary Vernacular Schools for Girls.*	
	(*a*) *Schools under Public Management.*	
91.	District Board Primary Schools	65—66
	(*b*) *Aided Schools.*	
92.	Aided Primary Schools	66
	(*c*) *Unaided Vernacular Schools for Girls.*	
93.	Unaided Schools	66
	CHAPTER X.—EDUCATION OF SPECIAL CLASSES.	
	SECTION A.—*Europeans and Eurasians.*	
94.	Number of schools and scholars	67—68
95.	Expenditure	68—69
96.	Examination results	69
97.	Training class for teachers	*ib.*
98.	Classification according to management	*ib.*
	SECTION B.—*Muhammadans.*	
99.	Number of Hindu and Muhammadan scholars	70
	SECTION C.—*Colvin School for sons of taluqdárs.*	
100.	Abstract of report	71
	CHAPTER XI.—PHYSICAL AND MORAL TRAINING.	
101.	Physical Training in Anglo-Vernacular Schools	72
102.	Physical Training in Vernacular Schools	*ib.*
103.	Text-books having a direct bearing on conduct	*ib.*
	CHAPTER XII.—THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.	
104.	The Provincial Text-book Committee	73—75
105.	Distribution of Text-books	75
	GENERAL TABLES, NOS. I TO VIII.	
1.	Abstract of number of institutions and attendance	78
2.	Abstract of expenditure	79—80
3.	Details of institutions and attendance	81—83
4.	Details of expenditure	84—87
5.	Classification of scholars	88—89
6.	Results of examinations	90—91
7.	Distribution of Local and Municipal expenditure	92—95
8.	Return showing the attendance and expenditure in hostels for males and females ...	96—97
	GENERAL TABLES, NOS. III TO V—RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.	
3.	Details of institutions and attendance	98—99
4.	Details of expenditure	100—101
5.	Classification of scholars	102—103

ERRATA.

ANNUAL REPORT, 1898-99.

Page.	Detail.
18	Para. 32, line 7, read 'Intermediate' for 'Intermedate.'
19	Para. 38, line 2, read 'is' for 'in.'
29	Para. 48, first line, read 'candidates' for 'canditates.'
33	Line 11, read 'nine' for 'ulne'
59	Statement, last column, read '415' for '45.'
62	Statement, note (*a*), read 'optional' for 'opitional.'
62	Below statement, line 16, add 'is' after 'training.'
72	Para. 101, line 9, read 'constitutes' for 'constitues'; and read 'exercise' for exericise.'
73	Last line but one, read 'committee' for 'cimmittee.'
75	Line 10, read 'Literary' for 'Library.'
77	Line 8, read 'Distribution' for 'Disitrbution.'
79	Column 13, against 2(*a*), read '14·6' for '146' and against (*d*), read '7·9' for '79.'
82	First column, line 5, read 'Professional' for 'Profeesional.'
85	Column 11, against Middle Schools, English, for boys, read '13,519' for '13, 19.'
103	In column 3, girls, against total of Secondary Schools, for boys, insert '79.'

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

FOR THE YEAR 1898-99.

CHAPTER I.—PRELIMINARY.

1. *Important changes during the year.*—In accordance with the changes announced last year, the examination hitherto known as the Vernacular Middle Examination has, with the approval of Government, been made to serve the purpose of the English Lower Middle Section, by the addition of alternative papers on two of the four days of examination. A large number of candidates presented themselves, including private candidates, and those from unrecognised schools and Native States.

Branch Schools attached to Anglo-Vernacular District Schools, which have hitherto been treated as separate aided institutions, have been incorporated as integral parts of the High or Middle Schools with which they have been associated, and the control of them has thereby been much simplified and improved.

In many districts the pay of English masters has been raised to a minimum of Rs. 20 per mensem, and a similar measure is under contemplation in other districts. This has enabled the Inspectors to strengthen the staff of the schools, and has done something to render teachers more contented.

During the year drill has been introduced in Anglo-Vernacular Schools, and a course of instruction has been adopted which has received the approval of Government.

The date of holding the Entrance and School Final Examination was changed by the University, and this fact has necessitated a similar alteration in the date of the English Middle Examination, so as to allow a full two years' course of preparation for the University Examinations. It is, however, somewhat doubtful whether the University will adhere to the new date for holding its examinations, there being many educationists who prefer the former practice.

A new code has been issued for Vernacular Schools in place of the two separate codes for Primary and Middle Schools, and the opportunity has been taken to assimilate the rules for these two kinds of schools whenever it seemed not inexpedient to do so. The new code has, according to all accounts received, worked satisfactorily.

The abolition of Class III in Vernacular Schools under only one teacher has been accepted as a well-considered measure, preventing the neglect of the lower classes.

Fees have been raised in Town Schools (*i.e.* Vernacular Middle Schools), and this without injuriously affecting the attendance. The levying of fees in Primary Schools has been extended.

The reduction of the school hours in the Preparatory and Lower Primary sections has been widely adopted.

The pay of teachers in Vernacular Schools has been raised in a large number of districts, and provision for a similar reform is promised in others. In the Benares Division generally, owing to the action of the Assistant Inspector, Pandit Lakshmi Sankar Misra, Rai Bahádur, the pay of girls' school teachers has been raised to a minimum of Rs. 8 per mensem, and other improvements have been effected in the interests of female education.

The addition of agricultural lessons to the Vernacular Readers has at length been satisfactorily dealt with, and an acknowledgment is due to the members of the Agricultural Sub-Committee of the Provincial Text-Book Committee for their labours in connexion with this important matter.

A great improvement has been effected in the administration of educational departments under District Boards, by the general adoption of rules similar to those which have long been in force in Aligarh, and which have met with the express approval of Government.

2. *Suggested reforms.*—The most widely felt want is an increase in the district inspecting staff.

It has been suggested that, in order to remedy a practical evil, no Anglo-Vernacular School should be allowed to exist unless it is able to satisfy the conditions of departmental recognition.

GENERAL SUMMARY.

	Number of scholars on the rolls on 31st March.				Number of institutions.				Expenditure.			
	1898-99.	1897-98.	Increase.	Decrease.	1898-99.	1897-98.	Increase.	Decrease.	1898-99.	1897-98.	Increase.	Decrease.
I.—PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
(a)—For Males.												
Arts Colleges	1,529	1,524	5	...	16	15	1	...	3,73,744	3,76,328	...	2,584
Oriental Colleges	436	423	13	...	4	4	...	...	17,338	17,191	147	...
High Schools	16,813	17,045	...	232	97	98	...	1	7,39,435	7,20,124	19,311	...
Middle Schools	42,395	39,689	2,706	...	388	391	...	3	3,84,935	3,89,370	...	4,435
Primary Schools	2,19,908	2,01,880	18,028	...	6,024	5,873	151	...	6,90,323	6,94,213	...	3,890
Total Schools for General Education ...	2,81,081	2,60,561	20,520	...	6,529	6,381	148	...	22,05,775	21,97,226	8,549	...
Engineering College	284	232	52	...	1	1	...	...	1,72,797	1,23,972	48,825	...
Schools for Special Instruction ...	3,324	3,324	...	...	48	51	...	3	1 03,816	1,04,257	...	441
Total Schools, General and Special ...	2,84,689	2,64,117	20,572	...	6,578	6,433	145	...	24,82,388	24,25,455	56,933	...
(b)—For Females.												
Arts Colleges	21	13	8	...	1	1	...	...	6,300	3,903	2,397	...
High Schools	1,641	1,510	131	...	19	17	2	...	1,90,188	1,77,288	12,900	...
Middle Schools	1,345	1,847	...	502	16	20	...	4	71,444	77,508	...	6,064
Primary Schools	11,138	10,092	1,046	...	319	284	35	...	1,10,600	1,00,067	10,533	...
Total Schools for General Education ...	14,145	13,462	683	...	355	322	33	...	3,78,532	3,58,766	19,766	...
Schools for Special Instruction ...	68	175	...	107	2	3	...	1	5,498	4,082	1,416	...
Total Schools, General and Special ...	14,213	13,637	576	...	357	325	32	...	3,84,030	3,62,848	21,182	...
Total Public Institutions for males and females.	2,98,902	2,77,754	21,148	...	6,935	6,758	177	...	28,66,418	27,88,303	78,115	...
II.—PRIVATE INSTITUTIONS.												
(a)—For males	76,669	76,422	247	...	6,023	6,002	21	...	...	...	...	...
(b)—For females	2,513	2,255	258	...	179	152	27	...	...	...	...	...
GRAND TOTAL of Institutions, Public and Private.	3,78,084	3,56,431	21,653	...	13,137	12,912	225	...	28,66,418	27,88,303	78,115	...
High Stage ... { Boys ...	2,497	2,360	137	...	Scholarships				95,381	96,867	...	1,486
{ Girls ...	123	95	28	...	Other charges				7,56,158	7,88,859	...	32,701
Middle Stage ... { Boys ...	16,371	16,775	...	404	GRAND TOTAL of Expenditure ...				37,17,957	36,74,029	43,928	...
{ Girls ...	667	631	36	...	Expenditure from Provincial Revenues				7,16,623	6,95,062	21,561	...
Upper Primary Stage ... { Boys ...	35,025	35,738	...	713	Expenditure from District Funds				14,14,817	13,86,612	28,205	...
{ Girls ...	1,386	1,311	75	...	Expenditure from Municipal Funds				1,04,795	1,03,823	972	...
Lower Primary and Pre- { Boys ...	2,24,758	2,03,848	20,910	...	Tuition fees				8,32,493	7,62,923	69,570	...
paratory Stage. { Girls ...	12,413	11,305	1,108	...	Examination fees							
Total ... { Boys ...	2,78,651	2,58,721	19,930	...	Boarding fees							
{ Girls ...	14,589	13,342	1,247	...	Other sources				6,49,229	7,25,609	...	76,380
					Total ...				37,17,957	36,74,029	43,928	...

CHAPTER II.—GENERAL SUMMARY.

SECTION A.—*The Province.*

3. *Number and distribution of schools and scholars.*—The foregoing statement summarizes the educational condition and progress for the North-Western Provinces and Oudh for the year 1898-99. The number of male scholars has increased by 20,819, all told; of female scholars, by 834; making a total gain of 21,653. It will be noticed that there is a decrease in the number of scholars in boys' high schools and in girls' middle schools, there being a smaller number of these schools; but there is an increase in the number of boys in the high stage and of girls in the middle stage. There is a decline in the number of boys counted in the middle and upper primary stages. The start that has been made during the year is most marked in the primary sections.

The chief difference to note in the number of institutions is the addition of 151 primary schools for boys and of 35 primary schools for girls.

The race and religion of the scholars, and the proportion of each class to the total number, are shown in the following table. This year the improvement among Hindus has been proportionately greater than among Muhammadans. The number of Native Christians under instruction appears to have declined nearly 10 per cent.

Race and religion.	1898-99.		1897-98.	
	Number of scholars on the rolls on 31st March.	Proportion to total number.	Number of scholars on the rolls on 31st March.	Proportion to total number.
Hindus	285,297	75·43	265,648	74·51
Muhammadans	81,425	21·52	78,472	22·00
Europeans and Eurasians	3,657	·97	3,642	1·02
Native Christians	7,263	1·92	8,010	2·25
Miscellaneous races or religions	608	·16	771	·22
Total ...	378,250	100·00	356,543	100·00

The percentage of scholars to the population of school age, according to the census of 1891, has been for the last three years as follows:—

	Boys.	Girls.	Total.
1896-97	9·26	·46	5·02
1897-98	9·32	·49	5·07
1898-99	9·87	·54	5·38

4. *Expenditure.*—Expenditure has increased by Rs. 43,928. The increased burden on public funds amounts to Rs. 50,738; the growth in fee-income is Rs. 69,570; but there has been a saving in the outlay from other sources amounting to Rs. 76,380. The increased expenditure from public funds is traceable to the Thomason Civil Engineering College, Roorkee, in which the charges of the preceding year were exceeded by Rs. 48,825. Including this, schools for males have cost more by Rs. 56,933; schools for females have cost more by Rs. 21,182. There has been a saving on scholarships and on the indirect expenditure included under "other charges."

Excluding the expenditure on patwâri schools, the medical school, and the unaided schools, which are not connected with the Education Department, the direct and indirect expenditure from all sources is given in the first of the following tables; the details of the expenditure from public funds is given in the second table.

Direct and indirect expenditure from all sources.

	1899.	1898.
Direct expenditure.	Rs.	Rs.
Colleges	5,14,043	4,71,742
Schools (general)	20,66,466	20,75,693
Ditto (special)	64,074	64,045
Total	26,44,583	26,11,480
Indirect expenditure.		
University	54,346	56,662
Direction	43,087	43,838
Inspection	2,54,037	2,54,077
Scholarships	82,558	83,533
Buildings	2,88,999	2,87,611
Apparatus	21,967	37,482
Miscellaneous	81,420	75,240
Total	8,26,414	8,38,443
GRAND TOTAL	34,70,997	34,49,923

The direct expenditure on colleges and schools has increased by Rs. 33,103; Rs. 42,301 is the increase in the case of colleges; while there is a decrease of Rs. 9,227 in schools for general education. The expenditure on apparatus has been reduced, that on miscellaneous items increased. The remaining items show little variation.

Direct and indirect expenditure from public funds.

	Provincial and Local.		Municipal.	
	1899.	1898.	1899.	1898.
Direct expenditure.	Rs.	Rs.	Rs.	Rs.
Colleges	3,42,340	2,96,732	4,892	4,448
Schools (general)	11,17,757	11,21,520	93,123	92,426
Ditto (special)	58,396	59,384	727	721
Total ...	15,18,493	14,77,636	98,742	97,595
Indirect expenditure.				
Direction	43,087	43,838	...	...
Inspection	2,54,037	2,54,077	...	...
Scholarships	34,597	34,572	2,478	3,126
Buildings	2,28,810	2,09,212	1,879	1,729
Apparatus	7,190	11,386	444	684
Miscellaneous	5,834	9,457	864	689
Total ...	5,73,555	5,62,542	5,665	6,228
GRAND TOTAL ...	20,92,048	20,40,178	1,04,407	1,03,823

The above figures show that, as far as public funds are concerned, colleges have cost more by Rs. 46,052—a large increase of over 15 per cent. There has been a saving to public funds of some Rs. 3,000 on schools for general education, and of about Rs. 1,000 on schools for special education. More has been spent on buildings than in the previous year.

The usual table follows, showing the distribution of the indirect expenditure from all sources on the different kinds of education under the supervision of the Department.

Distribution of indirect expenditure from all sources on the different kinds of education during the year 1898-99.

Object.	Kind of education.																					
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	...	...	54,346	...	54,346	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	54,346	...	54,346
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,087	...	...	...	43,087
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,54,037	...	...	...	2,54,037
Scholarships ...	11,089	516	5,621	20,856	38,082	22,936	1,938	1,013	17,505	43,392	27	24	...	458	509	545	30	575	34,597	2,478	6,634	38,849	82,558
Buildings ...	6,223	...	...	2,492	8,715	79,649	1,310	13,930	41,142	1,36,031	64,031	569	240	506	65,346	11,521	...	11,521	2,28,810	1,879	14,170	44,140	*2,88,999
Apparatus ...	1,470	...	758	290	2,518	1,297	418	7,687	4,845	14,247	4,315	26	539	214	5,094	108	...	108	7,190	444	8,984	5,349	21,967
Miscellaneous ...	...	...	...	2,494	2,494	1,205	719	1,285	10,760	13,969	4,484	145	27	460	5,116	145	...	145	5,834	864	61,008	13,714	†81,420
Total ...	18,782	516	60,725	26,132	1,06,155	1,05,087	4,385	23,915	74,252	2,07,639	72,857	764	806	1,638	76,065	12,319	30	12,349	5,73,555	5,665	1,45,142	1,02,052	8,26,414

* Details of Rs. 67,386 not given.

† Details of Rs. 59,696, miscellaneous expenditure under "Direction and Inspection," not given.

The proportion of the total expenditure falling upon public funds (Provincial and Local) has again risen. The share of the expense defrayed by fees is also larger; but endowments and subscriptions have contributed a smaller share, as shown by the following figures:—

	1898-99.	1897-98.
From public funds... ...	60	59
„ municipal funds ...	3	3
„ fees	22	20
„ endowments, &c. ...	15	18
Total ...	100	100

The distribution of the expenditure among the different classes of institutions is exhibited in the annexed table:—

Class of institution.	Expenditure from—		Total.	Percentage of expenditure defrayed from—		Percentage of expenditure from public funds on each class of institutions.
	Public funds.	Other sources.		Public funds.	Other sources.	
Government.	Rs.	Rs.	Rs.			
Colleges	2,87,464	37,423	3,24,887	88	12	18·9
Secondary	2,96,252	2,45,571	5,41,823	55	45	19·5
Primary	5,39,227	61,721	6,00,948	90	10	35·6
Special	53,192	2,241	55,433	96	4	3·5
Aided.						
Colleges	54,876	1,34,280	1,89,156	29	71	3·6
Secondary	1,93,562	5,38,682	7,32,244	26	74	12·8
Primary	88,716	1,02,735	1,91,451	46	54	5·8
Special	5,204	3,437	8,641	60	40	·3
Total ...	15,18,493	11,26,090	26,44,583	57	43	100·0

Colleges have received 22·5 per cent. instead of 20·1 per cent. reported last year. Primary Schools have diminished their share from 42·3 to 41·4 per cent. of this expenditure.

5. *Fees*.—There has been a very great and noteworthy increase in the amount realized by way of fees. The increase of Rs. 69,570 is at the rate of over 9 per cent. To this colleges, the various classes of schools, and examinations all contribute. As has been already noticed, fees meet 22 per cent. of the public and private expenditure on education, so far as reported to the Department.

6. *Scholarships*.—The expenditure on scholarships has not been kept up to the level of the preceding year, and there has been a saving of Rs. 1,486 under this head. More has been spent on college scholarships, to the extent of Rs. 4,007; less in secondary schools by Rs. 3,673; less in primary schools by Rs. 1,322; and less in special schools by Rs. 498. The difference in the cost to public funds under this head is inconsiderable.

7. *Results of examinations*.—The results of examinations up to those for the Bachelor's degree are compared for the last two years in the following statement. There is an improvement in the B. A. and Intermediate examinations. The B. Sc. Examination is being killed by the rules of the High Court, as has been brought to the notice of Government during the year. The number of candidates at the Entrance and School Final combined has fallen, but more of them succeeded in satisfying the examiners. The English Middle results indicate improvement. The English candidates at the Lower Middle examination compare unfavourably with

vernacular candidates in those subjects which are studied through the medium of the vernacular, and which are taken in common :—

		1898-99.	1897-98.
B. A.	Candidates	282	270
	Passed	147	120
B. Sc.	Candidates	1	4
	Passed	...	3
Intermediate Examination	Candidates	546	499
	Passed	266	154
Entrance Examination	Candidates	1,332	1,443
	Passed	587	410
School Final	Candidates	276	229
	Passed	157	117
English Middle	Candidates	3,054	2,905
	Passed	1,080	860
Lower Middle, English,	Candidates	2,402	...
	Passed	800	...
Lower Middle, Vernacular.	Candidates	3,022	3,105
	Passed	1,849	1,936
Upper Primary	Candidates	11,302	12,731
	Passed	7,240	6,503
Lower ditto	Candidates	24,317	22,604
	Passed	18,224	16,110

8. *Physical education.*—Year by year more attention is being paid to physical education. This year it has been introduced more systematically into Anglo-Vernacular Schools. For the sake of extending it in Vernacular Schools, district instructors have been engaged by some of the District Boards. The popularity of inter-school tournaments shows that this branch of education is appreciated both by schoolboys and by the general public, and that there is therefore a good foundation on which to build.

9. *Boarding-houses.*—There has not been much progress in providing accommodation for boarders. But the movement in favour of supplying the want at the District High School, Almora, has been brought to a successful issue; and some boarding-houses have been erected in connexion with Vernacular Middle Schools in the Meerut and Rohilkhand Divisions.

10. *Conduct of scholars.*—The conduct of scholars in schools of different grades is dealt with in the body of the report. Generally speaking there is the same general absence of open misconduct, which has been noted in previous years, while there is the same tendency to deception either by false statements put forward to gain concessions which would otherwise be inadmissible, or by anonymous letters in which the writers indulge in scurrilous accusations against those in authority over them. Some of the latter are no doubt instigated by older persons; but the evil is not therefore any the less, if schoolboys are thus induced to be participators in these base and baseless attacks.

11. *General progress.*—A great defect in Anglo-Vernacular Schools has long been the neglect of the lower classes, where the important work of laying a substantial foundation for future study should be carried on, with the object of making boys fit for the higher work which awaits them in the senior classes of schools. This subject has occupied the serious attention of the Department for the last three years, and a system was adopted with the sanction of Government, with the object of exposing and rectifying the defect. During the last year there has been in consequence greater attention paid to the teaching of these classes, and a marked improvement has been noted.

Vernacular education has improved in Board Schools owing to careful inspection and to the wider employment of better-qualified teachers. There has also been a large increase in the number of scholars. The new aided primary schools continue in much the same condition as last year. More of them have been opened, and the number of scholars enrolled has therefore increased. In some districts they appear to be very popular; in others the interest in them is dying out; in others they are unpopular.

12. *The encouragement given to education by District Boards.*—District Boards have increased their educational outlay during the year by Rs. 28,205. The activity into which they have been called by the liberal allotments made to them out of Provincial Revenues for the furtherance of primary education has aroused a greater interest in the progress of education; and the happy and complete

recovery from the distress of the great famine has given a free course to their new-born zeal.

13. *The encouragement given to education by Municipal Boards.*—Municipal Boards have also increased their expenditure on education by a small amount, though they have effected savings in the matter of scholarships and school apparatus. In some cases they have handed over their Anglo-Vernacular Schools to District Boards, and have devoted the money so saved to the extension of primary vernacular education, with much advantage every way.

14. *Management of schools by District Boards.*—The management of schools by District Boards has improved owing to the adoption, not universally, but in many cases, of the Aligarh rules, to which reference was made in my last General Report. They have resulted in the deposition of the Board's head clerk from the position of authority into which he had gradually worked himself, but for which he was absolutely unfitted, with the consequence that the gravest abuses were too often rife. Members of Boards are, however, themselves apt to subordinate the interests of education to those of their own dependents or *protégés* at the time; and by their unwise interference they make it impossible to maintain discipline. In this respect a strong Chairman can, if he wills, easily restrain the members of Boards; and during the year much valuable assistance has been rendered to the Department in this way, and an improvemnt in the management of District Board schools is discernible under the influence of the Chairman's guiding spirit.

15. *Management of Municipal Schools.*—An improvement of some importance in the management of municipal schools has been effected by placing many of them under the supervision of the Department; this has resulted not only in the improved efficiency of many schools, but also in the prevention of the waste of public money on small and inefficient Anglo-Vernacular Schools that were hopelessly bad, and have therefore been closed. Some municipalities have adapted themselves to the change with an earnest desire to set themselves right in their educational work by making the most of the facilities so offered to them. This is particularly the case in the Meerut and Rohilkhand Divisions. The Inspector of the 3rd Circle notices in this connexion the obstinate obstruction to reform on the part of the Allahabad Municipality, whose schools have long been a disgrace to that body. Mr. Fuller, when Chairman of the District Board, and Mr. DelaFosse, Inspector of Schools, framed proposals for the improvement of the schools maintained by this municipality; but after considering them for two years the Board rejected them.

The management of the Victoria Jubilee School, Gorakhpur, by the Municipal Committee of that place has been the subject of long and adverse report by the Commissioner of the Division, as well as by the Inspector of Schools.

Municipalities err in their leaning to free education, which they seem anxious to provide even for those who can well afford to pay for it.

16. *The work of European Societies.*—A great deal of the Anglo-Vernacular education of these Provinces is in the hands of Missionary Societies, British and American. A certain unity is given to their efforts by their being represented on the Missionary Educational Union. The Church Missionary Society, the Society for the Propagation of the Gospel, the American Methodist Episcopal Church, the American Presbyterian Church, the Wesleyan Mission render valuable assistance in the general educational work of the province, while the Roman Catholics have large orphanages for boys and girls at Sardhana. The English Branch of the Theosophical Society has this year entered the educational field by opening a College and a High School department at Benares.

17. *The work of Native Societies and individuals.*—The Kurmis, the Jains, the Anjuman-i-Islámia, and the Arya Samáj are Native Societies interesting themselves actively in extending education. In Allahabad the Káyasth Páthshála is taking a better position year by year educationally. The Rája of Partábgarh has executed a deed endowing permanently an Anglo-Vernacular School at Partábgarh for the benefit primarily of the Sombansi caste, of which he is the enlightened head.

It is to be regretted that some schools have also been opened by private persons without any regard for principle, discipline, or true education. Their existence is not a healthy sign.

SECTION B.—*Summary of progress in each Division.*

18. *Progress in each Division.*—The tabular statements in this section have been compiled in accordance with the instructions of the Government of India to show the progress of education in each of the revenue divisions of the province. The first two tables give the data for calculating the percentages of male and

female scholars to the male and female population of school age, and also the percentage of scholars of both sexes to the number of children of school age :—

Statement showing percentage of children under instruction.

Division.	Population.			Scholars.			Percentage of male scholars to male population of school going age.	Percentage of female scholars to female population of school going age.	Percentage of total scholars to total population of school going age.
	Males.	Females.	Total.	Males.	Females.	Total.			
1897-98.									
Agra	2,584,236	2,183,523	4,767,759	39,848	1,940	41,788	10·3	·6	5·8
Lucknow	3,055,407	2,801,152	5,856,559	37,428	2,475	39,903	8·2	·6	4·5
Fyzabad... ...	3,435,344	3,358,928	6,794,272	35,720	919	36,639	6·9	·2	3·6
Allahabad ...	2,966,973	2,790,148	5,757,121	45,602	1,525	47,127	10·2	·4	5·5
Benares	2,663,056	2,705,718	5,368,774	36,560	1,896	38,456	9·2	·5	4·8
Gorakhpur ...	3,272,232	3,236,294	6,508,526	28,592	936	29,528	5·8	·2	3·0
Rohilkhand ...	2,849,106	2,494,568	5,343,674	46,876	4,014	50,890	11·0	1·1	6·3
Meerut	2,866,511	2,460,322	5,326,833	59,149	2,465	61,614	13·8	·7	7·7
Kumaun	610,736	570,831	1,181,567	9,989	609	10,598	10.9	·7	6·0
Total ...	24,303,601	22,601,484	46,905,085	339,764	16,779	356,543	9·3	·5	5·1
1898-99.									
Agra	2,584,236	2,183,523	4,767,759	42,583	2,460	45,043	11·0	·8	6·3
Lucknow... ...	3,055,407	2,801,152	5,856,559	39,366	2,680	42,046	8·6	·6	4·8
Fyzabad	3,435,344	3,358,928	6,794,272	38,194	1,102	39,296	7·4	·2	3·9
Allahabad ...	2,966,973	2,790,148	5,757,121	46,563	1,763	48,326	10·5	·4	5·6
Benares	2,663,056	2,705,718	5,368,774	41,624	1,987	43,611	10·4	·5	5·4
Gorakhpur ...	3,272,232	3,236,294	6,508,526	34,583	1,610	36,193	7·0	·3	3·7
Rohilkhand ...	2,849,106	2,494,568	5,343,674	45,706	3,721	49,427	10·7	1·0	6·2
Meerut	2,866,511	2,460,322	5,326,833	60,921	2,454	63,375	14·2	·7	7·9
Kumaun... ...	610,736	570,831	1,181,567	10,317	616	10,933	11 3	·7	6·2
Total ...	24,303,601	22,601,484	46,905,085	359,857	18,393	378,250	9·9	·5	5·4

There has been decided progress in each of the revenue divisions with the single exception of Rohilkhand, one of the most advanced parts of the province, where some ground has been lost, both in male and in female education. The greatest advance has taken place in Benares, Gorakhpur and Agra. Fyzabad, which is lowest on the scale with the exception of Gorakhpur, has also made satisfactory progress. Special attention was given to the backward divisions during the year, and a departmental circular was issued, bringing to notice the unsatisfactory condition of education and suggesting measures for its improvement. The suggested measures have been adopted, but they had not come into complete operation during the year under report, and their full effect is yet to follow. A specially large share in the new allotment of Rs. 75,000 has also been given to the most backward divisions and districts for the encouragement of primary vernacular education.

Statement showing percentage of boys in the secondary stage of instruction.

Division.	1897-98.		1898-99.	
	Boys in high and middle stages.	Percentage of column (1) to the male population of school going age.	Boys in high and middle stages.	Percentage of column (3) to the male population of school going age.
	1	2	3	4
Agra	2,565	·66	2,580	·67
Lucknow	2,265	·49	2,237	·49
Fyzabad	1,355	·26	1,391	·27
Allahabad	2,847	·64	2,938	·66
Benares	2,332	·58	2,543	·64
Gorakhpur	1,216	·25	1,314	·27
Rohilkhand	2,655	·62	2,205	·52
Meerut	3,301	·77	2,984	·69
Kumaun	599	·65	676	·74
Total ...	19,135	·52	18,868	·52

The above figures show considerable progress in secondary education in the Benares and Kumaun Divisions, and retrogression in the Rohilkhand and Meerut Divisions.

Statement showing percentage of boys in the primary stage.

Division.	1897-98.		1898-99.	
	Boys in upper and lower primary stages.	Percentage of column (1) to the male population of school going age.	Boys in upper and lower primary stages.	Percentage of column (3) to the male population of school going age.
	1	2	3	4
Agra	27,148	7·00	29,737	7·7
Lucknow	29,412	6·42	31,255	6·8
Fyzabad	29,581	5·74	31,734	6·2
Allahabad	30,507	6·85	32,048	7·2
Benares	28,677	7·18	31,996	8·0
Gorakhpur	23,886	4 87	29,018	5·9
Rohilkhand	28 552	6·68	30,197	7·0
Meerut	33,110	7·70	35,251	8·2
Kumaun	8,713	9·51	8,547	9·3
Total ...	239,586	6·57	259,783	7·1

In all the Revenue Divisions except Kumaun the percentage of boys under primary instruction to the male population of school age has increased.

Statement showing percentage of girls under instruction in public institutions.

Division.	1897-98.		1898-99.	
	Total female scholars in public institutions.	Percentage of column (1) to the female population of school going age.	Total female scholars in public institutions.	Percentage of column (3) to the female population of school going age.
	1	2	3	4
Agra	1,500	·46	1,876	·57
Lucknow	2,116	·50	2,149	·51
Fyzabad	633	·13	665	·13
Allahabad	1,204	·29	1,423	·34
Benares	1,798	·44	1,850	·46
Gorakhpur	779	·16	1,861	·28
Rohilkhand	3,070	·82	2,922	·78
Meerut	1,830	·50	1,839	·50
Kumaun	600	·70	593	·69
Total ...	13,530	·40	14,678	·43

The advance in female education, as conducted in public institutions, is fairly general, though there is a slight falling off in Rohilkhand.

CHAPTER III.—CONTROLLING AND INSTRUCTING AGENCIES.

19. *Changes in the superior departmental staff.*—The only change during the year under report in the inspecting staff was that Mr. H. O. Budden, Inspector of Schools, IV Circle, went on furlough in March last and Bábu Gyanendra Nath Chakravarti, M.A., LL.B., Head Master, Government High School, Bareilly, was appointed to officiate for him.

20. *Tours of inspecting officers.*—The number of days spent on tour in each district by the Circle and Assistant Inspectors of Schools is shown below:—

Inspector, First Circle.—Agra 17 days, Muttra 9 days, Etah 12 days, Etáwah 13 days, Farukhabad 27 days, Mainpuri 8 days, Jhánsi 11 days, Orai 15 days, Lalitpur 11 days, Bánda 4 days, Hamírpur 9 days: total 136 days.

Inspector, Second Circle.—Lucknow 33 days, Bara Banki 6 days, Bahraich 13 days, Gonda 19 days, Fyzabad 10 days, Sultánpur 18 days, Partábgarh 5 days, Rae Bareli 8 days, Unao 8 days, Hardoi 6 days, Sítapur 12 days, Kheri 5 days: total 143 days.

Inspector, Third Circle.—Cawnpore 16 days, Fatehpur 8 days, Allahabad 24 days, Jaunpur 8 days, Mirzapur 19 days, Gorakhpur 8 days, Basti 3 days, Azamgarh 8 days, Benares 21 days, Gházipur 16 days, Ballia 4 days: total 135 days.

Inspector, Fourth Circle.—Bijnor 10 days, Moradabad 15 days, Budaun 7 days, Bareilly 13 days, Sháhjahánpur 6 days, Pilibhít 3 days, Dehra Dún 7 days, Saháranpur 10 days, Muzaffarnagar 4 days, Meerut 11 days, Bulandshahr 10 days, Aligarh 10 days: total 106 days.

Inspector, Fifth Circle.—Almora 16 days, Naini Tál 7 days, Garhwál 9 days, European Schools 90 days: total 122 days.

Assistant Inspector, Agra Division.—Agra 24 days, Etah 23 days, Muttra 25 days, Etáwah 26 days, Farukhabad 39 days, Mainpuri 22 days: total 159 days.

Assistant Inspector, Bundelkhand Division.—Jhánsi 34 days, Orai 55 days, Lalitpur 32 days, Bánda 14 days, Hamírpur 23 days, Karwi 39 days: total 197 days,

Assistant Inspector, Lucknow Division.—Lucknow 32 days, Rae Bareli 25 days, Unao 31 days, Sítapur 29 days, Hardoi 34 days, Kheri 22 days: total 173 days.

Assistant Inspector, Fyzabad Division.—Bara Banki 42 days, Fyzabad 31 days, Gonda 14 days, Bahraich 13 days, Sultánpur 39 days, Partábgarh 32 days: total 171 days.

Assistant Inspector, Allahabad Division.—Cawnpore 45 days, Fatehpur 24 days, Allahabad 39 days, Jaunpur 50 days, Mirzapur 32 days: total 190 days.

Assistant Inspector, Benares Division.—Azamgarh 21 days, Basti 15 days, Ballia 12 days, Benares 17 days, Gházipur 42 days, Gorakhpur 20 days: total 127 days.

Assistant Inspector, Rohilkhand Division.—Bijnor 31 days, Moradabad 29 days, Budaun 36 days, Bareilly 35 days, Sháhjahánpur 49 days, Pilibhít 20 days: total 200 days.

Assistant Inspector, Meerut Division.—Dehra Dún 12 days, Saháranpur 25 days, Muzaffarnagar 39 days, Meerut 36 days, Bulandshahr 27 days, Aligarh 36 days, inspection of Tehri School, 17 days: total 192 days.

21. *Deficiency of the District inspecting staff.*—District Boards find themselves in much difficulty owing to the insufficiency of their inspecting staff to cope with the large amount of additional work thrown on them by the increase in the number of vernacular schools which have come under inspection during the last three years, particularly the new aided primary schools whose frequent and careful inspection has been explicitly ordered by Government. Several applications for additional Sub-Deputy Inspectors have been before Government, and sanction has recently been accorded to their appointment in Unao and Sítapur.

CHAPTER IV.—UNIVERSITY OR COLLEGIATE EDUCATION.

Class of college.	Name of college.	Average enrolment, 1898-99.	Average enrolment, 1897-98.	Expenditure met from— Public funds.	Fees.	Other sources.	Total.	Percentage of expenditure met from fees.	Cost per scholar.
				Rs.	Rs.	Rs.	Rs.		Rs.
State.	Muir Central, Allahabad ...	201	198	65,683	17,630	...	83,313	21	414
	Queen's, Benares	126	160	29,112	9,815	1,254	40,181	24	319
	College Department, Fyzabad ...	15	15	3,973	1,350	...	5,323	25	355
Aided.	Agra	145	174	7,950	9,001	17,637	34,588	26	239
	Canning, Lucknow ...	214	228	24,049	14,040	26,689	64,778	22	303
	Muhammadan Anglo-Oriental, Aligarh.	116	141	9,600	9,350	19,408	38,358	24	331
	Bareilly	97	96	9,394	6,474	2,159	18,027	36	186
	Meerut	80	77	6,337	6,324	1,787	14,448	44	181
	Christ Church, Cawnpore ...	68	56	1,200	4,507	3,925	9,632	47	142
Unaided Colleges or Departments.	St. John's, Agra	109	105	...	2,613	16,806	19,419	13	178
	St. Peter's, Agra	4	7	...	240	420	660	36	165
	Christian, Lucknow ...	34	40	...	725	13,400	14,125	5	415
	Woman's, Lucknow ...	14	13	...	480	5,820	6,300	8	450
	Ramsay, Almora	7	6	...	245	655	900	27	129
	Kayastha Pathshala, Allahabad	88	90	...	1,966	5,283	7,249	27	82
	St. George's, Mussoorie ...	7	2	...	1,568	...	1,568	100	224
	Central Hindu, Benares ...	20	...	...	...	817	817	...	41
	Total ...	1,345	1,408	1,57,298	86,328	1,16,060	3,59,686	24	267
	Total, for previous year ...	...	...	1,60,530	83,012	1,16,089	3,59,631	23	255

22. *Enrolment in Arts Colleges.*—The average enrolment of college students has fallen off by 63. This is accounted for in part by the provision for collegiate education now made at Ajmere, Jeypur, Jodhpur, Gwalior and Ujjain, which keeps away students of Native States who would otherwise have found their way to colleges within these Provinces. The lower fees charged in Native States may also in some instances draw away students who properly belong to the adjacent parts of these Provinces. The fall in the attendance at Queen's College, Benares, is largely accounted for by the opening of the Central Hindu College, where no income is returned as having been realized from fees; students in these Provinces are not all wise enough to resist the temptation to get what professes to be a University education for nothing, or next to nothing. Otherwise there has been no falling off in Government institutions. The three largest aided colleges have lost 68, and the three smallest ones have gained 16 between them. The gains and losses of the previously established unaided institutions exactly balance one another.

23. *Expenditure in Arts Colleges.*—The expenditure from public funds on this branch of education has diminished by Rs. 3,232, owing to the smaller cost of maintaining the three Government institutions at Allahabad, Benares and Fyzabad, and to the increase of fee income. The expenditure on establishment and contingencies, exclusive of the Law and Oriental Departments and of scholarships, is given in the following statement. The increase in fee income is approximately the same as the decrease in the expenditure from Provincial Revenues. The smaller attendance at Queen's College and at the Agra College has naturally told adversely upon the income realized from fees.

Expenditure on establishment and contingencies (scholarships excluded).

From—	1898-99.	1897-98.
	Rs.	Rs.
Provincial Revenues	1,51,022	1,54,604
Local Funds	1,412	1,506
Municipal Funds	4,864	4,420
Fees	86,328	83,012
Other sources	1,16,060	1,16,089
Total ...	3,59,686	3,59,631

24. *M. A. and D. Sc. Examinations.*

College.	Number of candidates.	Number passed.	Subjects of examination.																	
			English.		Persian.		Sanskrit.		Mathematics.		Chemistry.		Physics.		History.		Philosophy.		Arabic.	
			Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir ...	19	12	11	7	...	...	...	...	...	...	5	3	1	...	...	...	...	...	2	2
Agra ...	3	3	2	2	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...
St. John's ...	3	...	...	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...
Muhammadan Anglo-Oriental...	2	...	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Canning	5	3	4	3	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Total, for 1898-99 ...	32	18	18	12	...	...	1	...	3	1	5	3	3	...	...	...	...	...	2	2
Ditto 1897-98 ...	36	22	17	9	4	3	3	3	7	3	1	...	2	2	1	1	1	1	...	...

The M. A. and D. Sc. Examinations.—There were 29 M. A. candidates at the examination held in January 1899, of whom 17 passed; and 3 candidates at the 1st D. Sc. Examination in Mathematics, of whom one passed. Thus there were altogether 32 candidates for these higher examinations, of whom 18 passed. The record of the previous year was slightly better as regards both numbers and success. But with the small numbers of candidates who, resisting the lure of immediate employment, continue their reading to this stage, fluctuations must be expected. If some compensation as regards seniority were conceded to Masters of Arts and Doctors of Science to make up for the postponement of their service, the number of those who would read for these degrees would probably show an appreciable increase. As regards the subjects chosen for study, the growing popularity of Chemistry at the Muir College is a matter for congratulation. This year there were no candidates in Persian and only one in Sanskrit, and he failed. On the other hand there were two who had prepared for the examination in Arabic, and obtained the highest degree open to them in the University; they were both students of the Muir College. This institution sent in 19 out of the 32 candidates, and contributed 12 out of the 18 who passed. Its importance as a centre of post graduate study in these Provinces is therefore obvious.

25. *B. A. and B. Sc. Examinations.*

Name of college.	1899.								1898.	
	Candidates.			Passed in B. A. in Division.		Passed in B. Sc. in Division.		Total passed.	Candidates.	Passed.
	B. A.	B. Sc.	Total.	I.	II and III.	I	II and III.			
Muir, Allahabad	51	...	51	1	27	...	...	28	47	25
Queen's, Benares	27	...	27	...	12	...	...	12	25	8
Agra	37	...	37	...	22	...	...	22	54	28
St. John's, Agra	24	...	24	...	10	...	...	10	18	4
Muhammadan Anglo-Oriental, Aligarh	36	...	36	2	23	...	...	25	36	20
Bareilly	19	...	19	...	10	...	...	10	11	3
Canning, Lucknow	41	1	42	...	25	...	...	25	49	22
Christian, do.	5	...	5	...	...	...	...	...	6	1
Woman's, do.	2	...	2	...	1	...	...	1	...	...
Meerut	24	...	24	...	8	...	...	8	12	4
Christ Church, Cawnpore ...	7	...	7	...	4	...	...	4	9	7
Total ...	273	1	274	3	142	...	...	145	267	122

The B. A. and B. Sc. Examinations.—There is a small increase of seven in the number of candidates for a Bachelor's degree from colleges in these Provinces. Of the 274 who presented themselves for the examination, only one appeared for

the B. Sc., and he failed. The rules of the High Court, which refuse recognition to graduates in Science, are responsible for the unpopularity of the purely scientific course for the B. Sc. degree. The number who qualified for the B. A. degree shows a distinct advance on the previous year, being 145 as compared with 122. Three candidates were placed in the First Division, *viz.* one from Muir College and two from the Muhammadan Anglo-Oriental College, Aligarh. In nearly all the institutions the number of passes exceeded those recorded last year. Muir College passed the greatest number, namely 28; but the Aligarh and Canning Colleges each passed 25, with a smaller number of candidates presented.

The following table, usually given in this place, shows the number of failures in the different subjects at the B. A. and B. Sc. examinations. English has not wrecked as many as it did last year. Political Economy with Political Science has taken rank as an easy pass subject. Mathematics, though the course is pronounced by some to be too elementary for this stage, still proves one of the most difficult subjects to master :—

College.	Number of failures in—										
					Physics.				Chemistry.		
	English.	Philosophy.	Political Economy with Science.	Mathematics.	Written.	Practical.	History.	Classical Language.	Written.	Practical.	Aggregate.
Muir, Allahabad	16	12	...	10	1	...	1	6	3	...	17
Queen's, Benares	8	2	...	4	...	...	...	2	3	4	9
Agra	9	5	...	2	1	...	...	3	...	1	7
St. John's, Agra	10	3	1	3	...	...	...	3	1	1	10
Muhammadan Anglo-Oriental, Aligarh.	8	1	2	...	...	...	1	3	...	...	5
Bareilly	8	...	...	2	...	...	...	3	...	...	8
Canning, Lucknow ...	10	5	1	5	1	1	...	2	1	2	8
Christian, do.	3	1	...	1	...	...	...	2	...	...	4
Meerut	9	3	7	3	...	...	1	2	2	...	11
Christ Church, Cawnpore ...	2	...	...	...	...	...	1	...	...	...	2
Woman's, Lucknow ...	...	...	...	...	...	...	...	1	...	...	1
Total ...	83	32	11	30	3	1	4	27	10	8	82
Number of candidates in each subject.	325	205	69	89	16	16	32	181	69	69	

26. *Intermediate Examination.*

College.	1899.										1898.	
	Candidates.			Passed in A. Course in Divisions.			Passed in B. Course in Divisions.					
	Course.		Total.							Total.	Candidates.	Passed.
	A.	B.		I.	II.	III.	I.	II.	III.			
Muir, Allahabad	40	29	69	...	9	16	1	12	8	46	56	12
Queen's, Benares	35	24	59	...	5	11	...	5	6	27	54	17
Fyzabad	7	5	12	...	2	2	...	...	1	5	8	2
Agra	33	10	43	1	6	7	...	2	4	20	52	20
St. John's, Agra	27	12	39	...	9	6	...	3	3	21	27	8
St. Peter's ,, ...	3	2	5	...	...	...	...	..	...	...	7	3
Muhammadan Anglo-Oriental, Aligarh.	35	4	39	...	6	7	...	1	2	16	44	13
Bareilly	28	10	38	...	1	15	...	3	1	20	47	17
Christ Church, Cawnpore ...	16	12	28	...	1	5	...	3	3	12	22	11
Canning, Lucknow ...	45	29	74	1	5	12	1	6	6	31	71	22
Christian, do.	10	6	16	...	3	2	...	1	1	7	24	2
Woman's, do.	...	5	5	...	...	...	...	...	1	1	6	4
Meerut	18	22	40	...	1	4	...	5	5	15	21	12
Ramsay, Almora	5	1	6	...	1	4	...	...	1	6	4	1
Philander Smith, Mussoorie ...	2	...	2	...	...	...	...	...	...	...	1	1
Girls' High School, Allahabad...	...	...	...	...	...	...	...	...	...	...	1	1
Kayasth Pathshala, Allahabad,	19	33	52	...	1	9	...	7	14	31	44	8
Woodstock School, Mussoorie ...	5	...	5	1	2	1	...	...	...	4	...	...
Total ...	328	204	532	3	52	101	2	48	56	262	489	154

The Intermediate Examination.—At the Intermediate Examination the roll of candidates has increased from 489 to 532, though this is still a little short of the number entered in 1897. The increase is divided nearly equally between the A and B courses. Those who prepared for the latter course were on the whole somewhat more successful than those who entered for the A course. The largest number of passes is from Muir College. Then come the Káyasth Páthshála and Canning College. This last-named college obtained the distinction of placing two candidates in the First Division; Muir College, Agra College and Woodstock each being represented by one candidate in that Division. Canning College contributes the largest number of candidates. The next tabular statement gives the number of failures in each subject of the Examination. Except in Physics and Chemistry the numbers for this year are less than for the preceding:—

College.	Number of failures—						
	English.	Mathematics.	Deductive Logic.	Classical Language.	History or Trigonometry and Geometrical Conic Sections.	Physics and Chemistry.	Aggregate.
Muir, Allahabad	18	4	14	5	6	3	20
Queen's, Benares	25	9	9	3	14	7	27
Fyzabad	6	3	2	...	1	3	7
Agra	16	11	6	6	8	2	15
St John's, Agra	11	3	8	1	5	2	15
Muhammadan Anglo-Oriental, Aligarh	17	12	8	4	10	1	20
Bareilly	16	8	8	5	9	3	16
Christ Church, Cawnpore ...	8	10	8	...	5	3	16
Canning, Lucknow	25	19	17	6	11	10	34
Christian, do.	8	2	1	2	1	2	7
Woman's do.	2	2	1	...	2	2	4
Meerut	21	9	6	4	5	4	21
Káyasth Páthshála, Allahabad ...	13	10	12	2	4	4	18
Philander Smith, Mussoorie ...	...	1	2	2	...	...	1
St. Peter's, Agra	3	2	3	...	1	1	5
Woodstock School, Mussoorie ...	...	1	...	...	...	...	...
Total ...	189	106	105	40	82	47	226
Total for 1898 ...	239	167	177	58	106	41	302
Number of candidates in each subject	674	674	674	424	674	250	...

GOVERNMENT COLLEGES.

27. *Muir Central College.*—The average enrolment during the year was 201 against 198 in the preceding year. At the end of March there were 24 graduate students pursuing their studies to more advanced stages.

The fees were levied at the rate of Rs. 8 per mensem in the classes preparing for the Intermediate, Rs. 10 per mensem in the classes preparing for the Bachelor's degree, and Rs. 11 per mensem in the higher classes. The fee income for the year shows an increase of Rs. 640, and the cost to Provincial Revenues has declined by Rs. 1,530. The examination results have been already dealt with. They bear testimony to satisfactory progress.

I quote the following passages from the College Report:—

Dr. Thibaut writes:—

"In the last report I expressed at some length my regret that the Muir Central College had not so far managed to attract to its higher classes larger numbers of students of Science. The numbers remained low during the session terminating on February 28th; but a considerable increase took place with the formation of the present 3rd year class. As stated before, 24 students of that class have taken up Physics, and 16 Chemistry. The construction of new class rooms and laboratories, which we trust will be fully provided with all the required apparatus, will probably attract students from outside schools and colleges in larger numbers than has been the case hitherto. The Intermediate classes of the Muir Central College itself will, as far as we can judge at present, hardly be capable in future of sending up a sufficient supply of students of Science to the higher classes. The present 1st year class is again a very small one; and as the number of colleges which levy very low fees and offer high scholarships to able students is constantly on the increase, it does not appear probable that the Intermediate classes of our college—where the fees are comparatively high, while at the same time the teaching staff is far from strong—will grow to any considerable extent for years to come.

"We have heard it very frequently maintained that the Science students are at a disadvantage in so far as the courses of study prescribed for them are more difficult than the courses in language and literature. Mr. Murray, who has some remarks on this point in his report to me, is inclined to think that this alleged difficulty is largely a matter of feeling, and that the students of the Muir Central College at any rate seem to be in the way of overcoming the dread with which they formerly may have contemplated the study of Science; in confirmation of his views he points to the large number of students of Science in the present 3rd year class, thirteen of whom, moreover, are reading for the B. A. and B. Sc. degrees combined.

"I myself do not think that the present Literary courses are easier than the Science courses: the Intermediate Literary course, with its multifarious subjects, appears to me even less manageable than the Science course of the same stage. The ground on which the literary courses as they now stand—specially the one for the B. A. examination—can, in my opinion, be rightly objected to is that they do not afford a sufficiently thorough and systematic training to the mind. A great improvement would, I feel sure, be effected in the character of the course if the study of a classical language were made compulsory throughout. The course would in that case approximate more closely in character to the classical courses laid down for European schools and Universities, which long experience has proved to be excellent instruments for training and strengthening youthful minds. To parts at any rate of our present literary courses the objection is generally made that students are able to pass examinations in them through a process of mere cramming; and this objection, although as a rule stated in a highly exaggerated form, is not, in my opinion, quite unfounded. Proficiency in a classical language on the other hand—implying the capacity of construing difficult unseen passages and of translating into the classical language—is something which cannot be acquired by mere cramming, but presupposes long-continued, thorough and independent effort. I am not unaware of course that any thorough scheme of making a classical language compulsory for the B. A. degree on the literary side would encounter very serious difficulties. The University would in the first place have to exclude from the category of classical languages Persian, which—whatever position may theoretically be assigned to it—cannot as an instrument of intellectual training be in any way placed in the same rank with such languages as Latin, Greek, Arabic or Sanskrit. And in the second place the teaching of the classical languages would have to be put on a much more thorough footing, not only in the colleges, but also in the schools."

Mr. Murray writes, with reference to the needs of the Science classes, as follows:—

"For these increased numbers (*viz.* of Science students), extra sets of apparatus are required. The progress of a class in a subject where practical work goes hand in hand with lectures must obviously be seriously hampered if only one or two sets of apparatus are available. In such a case only a few pairs of students can work at a time at the subject in hand, the others meanwhile idly waiting their turn, or, what is perhaps even worse, working at a totally different part of the course, according to the apparatus available. Hence much of the point and cogency of the instruction given to the class is lost, for instruction to benefit must be immediately followed by practice. Besides nothing chills enthusiasm so effectually or so rapidly as lack of adequate apparatus, just as no better incentive to enthusiastic and careful work can be found than a sufficiency of reliable and accurate instruments. Our stock therefore demands early replenishing. To give details, the laboratory contains only five physical balances. These have to serve (1) the practice of the Third year, (2) the more advanced work of the Fourth year, and (3) the delicate investigations of the D. Sc. candidates. Five balances are therefore obviously miserably insufficient. At least fifteen balances of the ordinary kind are needed for the exclusive use of the third and fourth years, and for advanced work two or three others of the highest class would be necessary. In other directions we are even more poorly supplied. We have only two sets of apparatus for determining the compressibility of gases, only one for determining the co-efficient of expansion of gases, only one optical bench, &c., &c. For a number of the prescribed experiments we have no apparatus at all. It is evident, therefore, that for a year or two expenses will be heavy. Mr. Hill, the Professor of Chemistry, expresses himself in similar terms as to the present deficiency of accommodation and apparatus for his subject."

The following remarks by the Principal refer to the Boarding-houses:—

"As to Boarding-houses I can only repeat what I have said more than once before, *viz.* that a good boarding-house for Hindu students is urgently required. As His Honour the Lieutenant-Governor has personally interested himself in this question we may, I think, hope that before long steps will be taken to supply this really urgent want. The Civil Surgeon is of opinion that the present boarding-houses are objectionable on sanitary grounds, and connects therewith the frequent occurrence of fever among the boarders.

"The Muhammadan Boarding-house, a fine and suitable building, slowly approaches completion. It is somewhat strange, and affords matter for regret, that the Muhammadan students of the College are rather reluctant to avail themselves of the excellent accommodation provided for them: in order to fill this comparatively small boarding-house, the Principal has to put considerable pressure upon individual men. But these difficulties will no doubt disappear in course of time. The Hindu boarding-houses are always full, and many applicants have to be refused."

28. *Queen's College, Benares.*—The average enrolment during the year was 126 against 160 the previous year. The number enrolled on the 31st March was only 93 against 154 a year before. The decrease is attributed by the Principal to the opening of a cheap unaided college in Benares. The fees were again raised in accordance with Government orders on the subject, but owing to the smaller number of students the income from this source fell off to the extent of Rs. 1,453, and the expenditure from Provincial Revenues likewise declined by Rs. 1,563. The saving is partly due to the difference in the salaries of the late and present Principals. The examinations, except in the Law Department, which will be referred to elsewhere, were generally satisfactory. Attention is being paid to essay writing, and, by way of a new departure, to translation from English into the vernacular. This latter change has been introduced by Professor Mulvany, and is likely to be productive of useful results.

AIDED COLLEGES.

29. *Canning College, Lucknow.*—The Principal writes in his Report:—

"The system of granting a liberal number of local scholarships and minor stipends, the former being practically a remission of the whole fee, and the latter a remission of part of the fee, was continued. These amounted to—

	Rs.	a.	p.
Local scholarships	1,366	8	0
Minor stipends	2,731	8	0
Total ...	4,098	0	0

"This amount appears as scholarships and fees in the Annual Returns. Deducting this amount, the net amount of actual fees collected compared with the previous year stands as follows:—

	1898-99. Rs.	a.	p.	1897-98. Rs.	a.	p.
College Department	9,941	12	0	9,658	1	0
Law Department	3,421	2	0	3,074	8	0
Total ...	13,362	14	0	12,732	9	0"

The payment of fees from college funds by means of local scholarships and minor stipends has received the formal sanction of Government, as a special concession in the case of this college, owing to the peculiar circumstances of its foundation.

The Assistant Professor of Science refers to the general tendency among students, who have so far taken the Science course, to change to the Literary course after passing the Intermediate Examination, a fact which, in his opinion, is accounted for by the difficulty of the course in Mathematics which is prescribed for Science students and which acts as a deterrent.

It is to be regretted that English composition "has to be neglected on account of the great length of the course in Literature." If this is found to be the case in other colleges, it should be easy for the Syndicate to readjust the balance between these two elements of the study of English. If the complaint is confined to one or two colleges, it may be that they devote too much time to the course in Literature. In any case it is not obviously necessary to neglect either branch because the work in connection with the other is excessive.

The Persian courses of the University have been made more difficult in order to bring this subject more nearly up to a level with other subjects. In consequence there was a reduction of five in the number who took Persian in the third year. "Those who forsook Persian did not, however, take up Sanskrit or Arabic (a thing to be desired), but joined the classes in Philosophy or in Political Science and Economy."

30. *Agra College.*—There has been a falling off in the average enrolment, from 174 to 145. This is mainly ascribed, first, to the narrower field served by the college owing to the similar provision for higher education now made at Ajmere, Jeypur, Jodhpur, Gwalior, Ujjain and Meerut; and second, to the raising of the fee-rates which gives nearly all the above colleges, as well as the unaided college

in Agra itself—a decided advantage in attracting students. In the Principal's opinion, in order to maintain the position of the college against such competition, it will be necessary to strengthen the staff and offer a great choice of subjects and more efficient teaching. The school department shows progress, and this is a hopeful sign for the college, to which it serves as the most important feeder. The Committee has been warned that the municipal grant of Rs. 2,500 may not be continued. If it is not paid during the current year a deficit of Rs. 3,500 is to be anticipated; and it may become necessary, owing to want of funds, to reduce the status of the college, a course to be deprecated in the interests of higher education in the Agra Division.

No scholarships appear to be given except endowed scholarships and Government scholarships.

The examination results are generally creditable.

31. *Muhammadan Anglo-Oriental College, Aligarh.*—I have not received any report from this important institution. The returns, however, show a falling off in the number of students on the rolls. These returns are also incomplete.

32. *Bareilly College.*—There has been a slight increase in the number of students, most of whom are drawn from Bareilly itself. The Principal observes that "there is a tendency to give too many scholarships, and those on the ground of poverty chiefly." He considers that they should be given, in the first place, for real ability, with poverty as a secondary consideration. The college cannot afford to give scholarships out of its general income, and this it is doing to some extent. In the B.A. and Intermedate examinations the results were fairly good, and in some subjects excellent.

33. *Meerut College.*—There has been a slight rise in the number of students on the rolls of the college. The fees have been raised, and the income from this source has increased from Rs. 5,469 to Rs. 6,324, *i.e.* by Rs. 855. There is a high school department attached to this college, and taking the institution as a whole the fee income has advanced steadily and substantially year after year. It is now evident, the Principal remarks, that the increased fee-rate, which has now reached its maximum, has not affected the attendance prejudicially, the number of students having been larger last session than they have ever been before. The fee income has increased by Rs. 3,656 in two years.

34. *Christ Church College, Cawnpore.*—The numbers attending this college show a steady increase. The Principal states that the number of B Course students exceeds that of the A Course, in consequence of the Government orders promising a preference in the assignment of Government appointments to those who have passed the School Final examination, which involves the neglect of classical languages. I quote the following from the Report:—"The college stands badly in need of a more adequate library, and a good deal of additional apparatus might with advantage be secured for the laboratory, but there is little prospect of much being done in this direction until some increase is made to the Government grant, which is at the present time Rs. 100 a month, which is a small grant in proportion to the work done by the College."

The need for increased grants appears to be felt in all aided colleges. They are no doubt hampered in their efforts after progress by want of funds; and the existence of cheap unaided colleges makes it difficult for them to enhance their fee-rates, and so to draw upon the reserve amounting to 33 per cent. of their fee income, of which they might otherwise avail themselves. Their fees are, in accordance with Government orders, not less than 75 per cent. of those charged in Government institutions; but, so far as Government is concerned, there is no compulsion not to exceed this limit in aided colleges, and the enhancement of the fee-rates would *á priori* appear to be the natural way out of their financial difficulties. But the tendency of the people generally to prefer what is cheap to what is good in higher education, and the advantage taken of this by the increasing number of unaided institutions where very low fees are charged, constitute a formidable obstacle to the adoption of this reasonable course. In some places this hampering competition is absent.

Students of the college have been encouraged to engage in some form of physical exercise; and those who can do nothing else are put through Sandow's course of dumb-bell exercises. It is recognised that physical exercise is of the greatest importance alike from the physical and moral point of view.

A new hostel is to be built for non-Christian students, if a sufficient grant can be sanctioned for the purpose. Parents have clearly recognised the benefit of adequate supervision and the sympathy of a Superintendent really interested in the work, and no mere "hireling," as they express it.

Unaided Colleges.

35. *St. John's College, Agra.*—The attendance shows but little change. The fees are about a half of those levied in the Agra College, and the fee income shows

an increase of Rs. 48. The examination results, particularly in the Intermediate Examination, indicate a marked improvement during the year.

36. *Káyasth Páthshála, Allahabad.*—The fees charged are at the rate of Rs. 3 per mensem, the fee in the corresponding classes of the Muir Central College being Rs. 8 per mensem. In addition to this, more than a quarter of the students are admitted free. The fee income during the year has declined to the extent of over Rs. 400. There is a great improvement in the examination results. The Inspector reports that little or no interest is taken in physical training.

37. *Reid Christian College, Lucknow.*—The average number of students has fallen from 40 to 34. The fees are Rs. 2-8-0 per mensem in the Intermédiate classes, and Rs. 3-8-0 per mensem in the higher classes. Examination results are somewhat better than last year, but they do not testify to a high state of efficiency.

ORIENTAL COLLEGE AND DEPARTMENTS.

38. *Expenditure.*—The expenditure on teaching staff and contingencies in connection with higher oriental studies for the last two years in shown in the following table:—

From—	1898-99.	1897-98.
	Rs.	Rs.
Provincial Revenues	15,695	15,502
Local Fund	60	60
Municipal Funds	28	28
Fees	10	9
Other sources	1,545	1,592
Total ...	17,338	17,191

The fluctuation calls for no explanation.

39. *The expenditure on the Sanskrit College, Benares,* apart from scholarships, amounts to Rs. 14,925, an increase for the year of Rs. 178. The expenditure on scholarships is Rs. 2,301 or Rs. 36 less than in the previous year.

On the 31st March 1899 the number of students on the rolls was 382 as against 378 on the same date of the year preceding.

The annual examinations were held in March 1899 at Benares and at eleven other centres.

The total number of candidates for the three examinations was 469 as against 471 in 1897-98. The annexed is a comparative table of the results of these two years —:

Name of Institution.	1898-99.						1897-98.					
	Prathama.		Madhyama.		Acharya.		Prathama.		Madhyama.		Acharya.	
	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.	Number of candidates.	Passed.
Sanskrit College, Benares ...	25	8	95	45	107	70	29	9	115	58	104	62
Other Institutions ...	118	63	121	71	3	1	111	48	109	66	3	3

The Principal writes as follows with regard to the examinations:—

"These results I consider satisfactory. The standard reached by some of the outside institutions was most creditable, showing that great pains had been taken in teaching not only the prescribed text-books, but also Sanskrit composition, which is usually one of the most fatal of examination subjects. This has encouraged me in my opinion that the time has come for the Sanskrit College of Benares to extend the sphere of its influence by admitting outside candidates to its highest examinations, those for the Acharya Degree, and by modifying the character of its present Madhyama or Intermediate examinations so as to allow students from other parts of India, where the grammatical system of Panini is not insisted on as in Benares, to pass a less exacting test in this respect. And I am assured by friends in many

parts of the country that such a measure would greatly increase the popularity of the Benares College system of examinations, and so provide a real stimulus to the study of the ancient learning."

Three students of the college obtained the Degree of Acharya (two in Vyakarana and one in Yautish), and one the lower degree of Upadhyaya (in Vyakarana).

The Anglo-Sanskrit Department has worked on the usual lines. The results of the examinations are reported to have been on the whole satisfactory.

As a pleasing instance of the esteem in which the Government Sanskrit College of Benares is held, the Principal, Mr. Venis, brings to notice that a small boarding-house for the use of Gurjara (Guzráti) Bráhmans attending the college has been opened and is maintained at the expense of Mr. Lalubhai Samal Das, Chief Revenue Officer of Bhaonagar.

40. *Canning College.*—In the Oriental Department of the Canning College there are three classes—

Pandit Rama Krishna teaches Sanskrit. He had 18 pupils, of whom eight were presented at the Departmental Examination in Sanskrit, and three passed.

Maulvi Asghar Ali had 12 pupils in Arabic and Persian. One appeared in Arabic and three in Persian at the Panjáb University examinations.

Maulvi Abdul Majid also teaches Arabic and Persian. He had nine pupils, of whom one was a candidate at the Maulvi Examination of the Panjáb University.

The Maulvis also teach Arabic to the one or two college students who take up this language as one of their subjects for the University Examinations.

41. *The Mulla Examination.*—The results of the Allahabad Mulla examination are as follows:—

	Candidates.	Passed.
Canning College, Lucknow ...	1	...
Chashma-i-Rahmat School, Gházipur...	3	1
Government High School, Mirzapur...	1	...
Madrasa-i-Ahmadia, Sandhan ...	2	...
Total ...	7	1

There was one more candidate than appeared last year or the year before, but the results are less satisfactory.

CHAPTER V.—ANGLO-VERNACULAR SCHOOLS FOR BOYS.

Number and Distribution of Schools and Scholars.

Division	Class of School.	Year.	Number of Schools.				Scholars on rolls on 31st March 1899.					
			High.	Middle.	Primary.	Total.	High section.	Middle section.	Upper Primary section.	Lower Primary section.	Total.	Average daily attendance.
AGRA.	State	1898-99 ...	3	6	2	11	89	536	265	292	1,182	952
		1897-98 ...	3	6	4	13	86	596	336	214	1,232	1,003
	Aided	1898-99 ...	6	6	1	13	209	712	423	796	2,140	1,848
		1897-98 ...	6	7	1	14	196	834	434	785	2,249	1,801
	Unaided	1898-99 ...	1	5	2	8	19	161	132	385	697	512
		1897-98 ...	1	3	...	4	9	92	95	138	334	261
BUNDELKHAND.	State	1898-99 ...	2	4	...	6	36	209	108	77	430	374
		1897-98 ...	2	4	...	6	19	215	125	97	456	326
	Aided	1898-99 ...	1	...	...	1	36	154	53	34	277	241
		1897-98 ...	1	...	...	1	36	173	86	54	349	279
	Unaided	1898-99 ...	...	2	...	2	...	46	32	73	151	123
		1897-98 ...	...	2	...	2	...	34	31	35	100	73
LUCKNOW.	State	1898-99 ...	5	5	6	16	94	580	311	536	1,521	1,325
		1897-98 ...	5	5	7	17	112	637	416	476	1,641	1,401
	Aided	1898-99 ...	4	9	1	14	152	630	305	676	1,763	1,434
		1897-98 ...	5	9	1	15	164	657	384	608	1,813	1,515
	Unaided	1898-99 ...	2	...	...	2	38	86	35	52	211	184
		1897-98 ...	2	1	1	4	42	112	82	108	344	274
FYZABAD.	State	1898-99 ...	6	...	11	17	140	694	292	545	1,671	1,461
		1897-98 ...	6	...	12	18	144	696	425	555	1,820	1,547
	Aided	1898-99 ...	1	1	...	2	9	55	47	135	246	191
		1897-98 ...	1	1	...	2	12	57	44	82	195	163
	Unaided	1898-99 ...	...	6	...	6	...	129	103	349	581	437
		1897-98 ...	1	4	...	5	9	102	68	265	444	344
ALLAHABAD.	State	1898-99 ...	5	...	...	5	211	581	168	47	1,007	896
		1897-98 ...	5	...	1	6	195	642	159	123	1,119	910
	Aided	1898-99 ...	6	9	...	15	153	739	473	527	1,892	1,519
		1897-98 ...	6	11	...	17	125	680	495	714	2,014	1,647
	Unaided	1898-99 ...	2	2	...	4	89	436	164	86	775	677
		1897-98 ...	2	1	...	3	81	406	189	138	814	661
BENARES.	State	1898-99 ...	2	...	...	2	108	339	106	47	600	521
		1897-98 ...	2	...	...	2	97	343	116	37	593	521
	Aided	1898-99 ...	11	4	1	16	262	1,073	610	693	2,638	2,005
		1897-98 ...	11	3	1	15	231	1,036	571	650	2,488	1,991
	Unaided	1898-99 ...	2	1	...	3	65	98	50	59	272	208
		1897-98 ...	1	3	...	4	15	135	76	191	417	321
ROHILKHAND.	State	1898-99 ...	7	5	...	12	228	666	488	392	1,774	1,599
		1897-98 ...	7	6	3	16	211	1,037	426	235	1,909	1,657
	Aided	1898-99 ...	1	5	2	8	16	278	170	392	856	729
		1897-98 ...	1	5	3	9	15	330	219	390	954	833
	Unaided	1898-99 ...	2	...	...	2	8	54	43	202	307	251
		1897-98 ...	2	...	...	2	4	117	41	103	265	213
MEERUT.	State	1898-99 ...	4	8	...	12	128	718	317	258	1,421	1,360
		1897-98 ...	4	11	4	19	138	903	361	356	1,758	1,504
	Aided	1898-99 ...	5	6	1	12	199	430	308	627	1,564	1,352
		1897-98 ...	5	5	3	13	190	549	409	580	1,728	1,415
	Unaided	1898-99 ...	...	5	...	5	...	114	151	160	425	362
		1897-98 ...	1	2	...	3	3	55	56	142	256	260
KUMAUN.	State	1898-99 ...	1	1	...	2	28	65	97	62	252	241
		1897-98 ...	1	1	...	2	23	80	70	139	312	260
	Aided	1898-99 ...	2	2	...	4	32	208	151	192	583	434
		1897-98 ...	1	2	...	3	25	186	102	166	479	419
	Unaided	1898-99 ...	...	1	1	2	...	8	23	118	149	107
		1897-98 ...	...	2	2	4	...	20	56	208	284	218
TOTAL.	State	1898-99 ...	35	29	19	83	1,062	4,388	2,152	2,256	9,858	8,729
		1897-98 ...	35	33	31	99	1,025	5,149	2,434	2,232	10,840	9,129
	Aided	1898-99 ...	37	42	6	85	1,068	4,279	2,540	4,072	11,959	9,753
		1897-98 ...	37	43	9	89	994	4,502	2,744	4,029	12,269	10,063
	Unaided	1898-99 ...	9	22	3	34	219	1,132	733	1,484	3,568	2,861
		1897-98 ...	10	18	3	31	163	1,073	694	1,328	3,258	2,571
	Total ...	1898-99 ...	81	93	28	202	2,349	9,799	5,425	7,812	25,385	21,343
		1897-98 ...	82	94	43	219	2,182	10,724	5,872	7,589	26,367	21,763

42. The foregoing tabular statement, which includes only recognised schools, shows a loss of 17 schools since the last returns. In many cases the change is merely nominal, being due to the incorporation of Branch Schools with the secondary schools, of which they form part of the primary section. When this amalgamation was carried into effect, one or two of these branch schools were either discontinued as being unnecessary, or converted into purely vernacular schools.

Among high schools, the loss of one in the Lucknow Division is scarcely more than nominal, being due to the closing of class IX in the Khairabad School, on the Inspector's advice, on account of the inadequacy of the staff. In the Fyzabad Division a similar change was occasioned by the transfer of the Boundi School from the high to the middle list. The Central Hindu College Committee has opened a new unaided high school in Benares. An inefficient High School at Dehra Dún in the Meerut Division has disappeared from the list. In Naini Tal the Mission School has become a High School. Thus the number of High Schools has been reduced by one.

Turning to middle schools, the Agra Division returns an increase of two unaided and a decrease of one aided institution. In the Lucknow Division the school at Maurawan has been transferred from the unaided to the aided list. In the Fyzabad Division the new Ajit Sombansi School, founded and endowed by the Rája of Partábgarh, has been included, as well as the Boundi School, whose status has been reduced. In the Allahabad Division the Diamond Jubilee School at Kara, which had long been in an unsatisfactory condition, was ended since it could not be mended. In the Fourth Circle four hopelessly inefficient Municipal schools were happily closed; an aided primary school at Meerut was raised to the middle standard, two new unaided schools were opened, and one aided school was removed to the unaided list. In the Fifth Circle the Diamond Jubilee School at Naini Tal has been brought on the aided list. The total shows a diminution of one middle school.

The alteration in the returns of primary schools has been sufficiently accounted for.

The enrolment on the 31st March shows a falling off of 982. This is not entirely the effect of the closing of several inefficient high and middle schools. The chief explanation given is that, owing to the change in the date of the University and Departmental Examinations, March has now become the first month instead of being one of the last months of the school year; that there is a want of punctuality in returning to school at the beginning of the year; and that boys are tempted to stay away for the three months before the summer vacation, in order to save the fees. Then, again, the assimilation of courses in the lower sections of Anglo-vernacular and vernacular schools has made it easy for boys to begin their education at vernacular schools close to their own homes, instead of attending more distant Anglo-vernacular schools. Thus the conditions have so changed during the year that no reliable conclusions can be drawn from a mere comparison of these figures. But there is evidence that boys are drawn away in some instances by the attraction of cheap unrecognised schools, which are nothing more than cramming institutions of the worst possible type and absolutely devoid of any true educational aims.

The average enrolment during the year is affected by the same considerations, but to a smaller degree. For the last three months of the year, *viz.* after the University and Middle Examinations, the enrolment suffered considerably. It will be seen from the next tabular statement that the decline in the average enrolment throughout the year is 561.

The average daily attendance has fallen by 420 only, and the percentage of the average enrolment in daily attendance shows improvement, and is highest in State schools. This is, I think, fairly attributable to the higher fees now charged. The more people pay for schooling, the more eager will they be to see that they get what they pay for.

Expenditure on Anglo-Vernacular Schools.

Division.	Class of School.	Year.	Average number on the rolls during the year.	Expenditure met from— Provincial Revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.	Incidence per scholar.	Cost to Public Funds per scholar.	Average fee per scholar.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Agra.	State	1898-99	1,173	5,230	19,055	4,474	15,170	814	44,743	38	24	13
		1897-98	1,260	6,007	16,970	5,153	16,791	980	45,901	36	22	13
	Aided	1898-99	2,167	14,138	5,181	2,816	21,474	29,299	72,908	34	10	10
		1897-98	2,144	14,630	4,989	3,596	22,032	21,193	66,440	31	11	10
	Unaided	1898-99	638	...	...	...	2,748	4,057	6,805	11	...	4
		1897-98	327	...	...	...	1,514	1,820	3,334	10	...	5
Bundelkhand.	State	1898-99	446	...	11,318	2,566	5,635	596	20,115	45	31	13
		1897-98	456	...	11,183	2,129	5,718	418	19,448	43	29	13
	Aided	1898-99	324	...	3,000	1,200	3,399	762	8,361	26	13	10
		1897-98	356	...	3,000	1,200	2,816	488	7,504	21	12	8
	Unaided	1898-99	136	...	...	...	384	1,180	1,564	11	...	3
		1897-98	96	...	...	...	342	1,185	1,527	16	...	4
Lucknow.	State	1898-99	1,558	...	19,959	4,094	18,126	655	42,834	27	15	12
		1897-98	1,610	3,250	15,006	3,924	18,755	578	41 513	26	14	12
	Aided	1898-99	1,723	8,107	8,012	6,898	14,912	14,519	52,448	30	13	9
		1897-98	1,830	8,116	8,263	6,840	15,958	13,699	52,876	29	13	9
	Unaided	1898-99	215	...	...	...	11,666	20,993	32,659	152	...	54
		1897-98	333	...	...	...	8,479	21,126	29,605	89	...	25
Fyzabad.	State	1898-99	1,738	2,361	21,392	2,302	21.855	658	48,568	28	15	13
		1897-98	1,783	2,204	20,697	2,856	23,437	399	49,593	28	14	13
	Aided	1898-99	220	1,412	...	240	1,628	4,872	8,152	37	8	7
		1897-98	185	1,500	...	240	1,290	4,627	7,657	41	9	7
	Unaided	1898-99	542	..	...	...	145	4,872	5,017	9	...	...
		1897-98	432	...	...	...	91	5,040	6,131	14	...	...
Allahabad.	State	1898-99	1,099	4,800	20,546	360	21,154	562	47,422	43	23	19
		1897-98	1,074	4,800	20.009	960	20,611	656	47,036	44	24	19
	Aided	1898-99	1 844	...	12,509	3,439	20,952	10,190	47,090	26	9	11
		1897-98	1,965	...	12,843	3,577	21,083	10,708	48,211	25	8	11
	Unaided	1898-99	805	...	75	...	8,521	7,886	16,482	20	...	11
		1897-98	897	...	...	...	8,697	6,341	15,038	17	...	10
Benares.	State	1898-99	613	10,511	1,914	...	10,203	50	22,678	37	20	17
		1897-98	603	9,884	1,714	480	10,703	55	22,836	38	20	18
	Aided	1898-99	2,542	3,000	16,022	2,049	29,693	17,132	67,896	27	8	12
		1897-98	2,450	3,000	15,291	2,302	28,396	14,252	63,241	26	8	12
	Unaided	1898-99	291	...	...	...	994	3,447	4,441	15	...	3
		1897-98	456	...	...	...	2,379	2,034	4,413	10	...	5
Rohilkhand.	State	1898-99	1,855	4,638	25,922	10,474	29,857	3,965	74,856	40	22	16
		1897-98	1,957	3,506	24,100	10,558	30,276	4,105	72,545	37	20	15
	Aided	1898-99	890	...	5,666	684	6,873	6,566	19,789	22	7	8
		1897-98	1,016	...	5,586	864	6,911	10,759	24,120	24	6	7
	Unaided	1898-99	277	...	...	...	1,515	1,487	3,002	11	...	5
		1897-98	260	...	...	...	1,036	164	1,200	5	...	4
Meerut.	State	1898-99	1,591	4.200	7,992	7,683	23,420	992	44,287	28	12	15
		1897-98	1,767	4,200	6,939	10.121	25,293	1,044	47.597	27	12	14
	Aided	1898-99	1,596	8,768	6,997	4.676	23,698	11,083	55,222	35	13	15
		1897-98	1,705	8,885	8,381	3,064	23,262	13,096	56,688	33	12	14
	Unaided	1898-99	458	...	...	388	3,133	3,711	7,232	16	1	7
		1897-98	258	...	...	...	1,245	2,689	3,934	15	...	5
Kumaun.	State	1898-99	275	...	4,192	515	3,407	...	8,114	30	17	12
		1897-98	306	...	4,477	578	3,378	...	8,433	28	17	11
	Aided	1898-99	612	...	4,608	150	5,553	4,302	14,613	24	8	9
		1897-98	516	...	3,944	150	4,552	4,204	12,850	25	8	9
	Unaided	1898-99	129	...	...	...	494	912	1,406	11	...	4
		1897-98	276	...	...	...	1,594	2,236	3,830	14	...	6
Total.	State	1898-99	10,348	31,740	1,32,290	32,468	1,48,827	8,292	3,53,617	34	19	14
		1897-98	10.816	33.851	1.21.095	36,759	1.54,962	8,235	3.54,902	33	18	14
	Aided	1898-99	11,918	35,425	61,995	22,152	1,28,182	98,725	3,46,479	29	10	11
		1897-98	12,167	36,131	62,297	21,833	1,26,300	93,026	3,30,587	28	10	10
	Unaided	1898-99	3,491	...	75	388	29,600	48,545	78,608	23	...	8
		1897-98	3,335	...	...	...	25,377	43,635	69,012	21	...	8
Grand Total		1898-99	25,757	67,165	1,94,360	55,008	3,06,609	1,55,562	7,78,704	30	12	12
		1897-98	26,318	69,982	1,83,392	58,592	3,06,639	1,44,896	7,63,501	29	12	12

43. *Expenditure.*—The foregoing detailed statement of expenditure on Anglo-Vernacular Schools shows an increase of Rs. 15,203, of which Rs. 4,567 are contributed by public funds (*viz.* Provincial, — Rs. 2,817; Local, + Rs. 10,968; Municipal, — Rs. 3,584). The fee income, with a decrease of Rs. 30, is practically stationary, other sources have increased their contribution by Rs. 10,666.

The increased expenditure is not evenly distributed. In the Agra Division it amounts to Rs. 8,781, in Bundelkhand to Rs. 1,561, in the Lucknow Division to Rs. 3,947, in the Allahabad Division to Rs. 709, in the Benares Division to Rs. 4,525. There is a decrease in other divisions, *viz.* of Rs. 1,644 in Fyzabad, of Rs. 218 in Rohilkhand, of Rs. 1,478 in Meerut, and of Rs. 980 in Kumaun.

There has, on the whole, been a somewhat higher expenditure per pupil in all classes of Anglo-Vernacular schools; and in State schools, in conformity with this, the cost to public funds per scholar has slightly risen. The fluctuation was in the opposite direction last year, and larger. Until the schools settle down to some definite system, and the rules regarding fees and curriculum are left in undisturbed operation without any great changes from year to year, there are bound to be fluctuations.

44. *Fees.*—As already pointed out, the fee income of recognised Anglo-Vernacular schools may be regarded as stationary this year. The maximum rates under the orders of Government, as embodied in Circular No. 9 of 1895, subsequently modified owing to the omission of English from the curriculum of the lower primary classes, have now been reached. The average fee per scholar stands at the same figure as last year in State schools, where it is Rs. 14. In Aided schools the average fee realized has risen from Rs. 10 to Rs. 11. In recognised Unaided schools it stands at Rs. 8, and for all schools included in the statement it remains approximately the same as last year, *viz.* Rs. 12.

There can be no doubt that the fees now levied in State and Aided schools would be paid without difficulty by many more pupils, were it not for unrecognised schools which entice them away by accepting lower or even nominal fees, and offer them in return an education falsely so called, which is dear even at the cheap price charged for it. The native public generally does not seem able to appreciate the difference between a good school and a worthless one; what parents can fix their minds upon is the difference between a high fee and a low one. Hence they are sometimes found preferring to buy two annas' worth of harm to a rupee's worth of good. Experience may teach them their error in time, but they are slow of learning the lesson.

Scholarships in Anglo-Vernacular Schools.

Circle.	Class of School.	Year.	Number of—				Expenditure on scholarships from—				
			State open scholarships.	Municipal scholarships.	Other scholarships.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.	Rs.
1st Circle.	State	1898-99	11	20	18	49	380	110	392	478	1,360
		1897-98	9	21	20	50	336	...	431	437	1,204
	Aided	1898-99	9	18	107	134	364	...	219	2,666	3,249
		1897-98	10	26	106	142	432	...	294	2,624	3,350
	Unaided	1898-99	...	...	48	48	...	...	...	1,680	1,680
		1897-98	...	...	47	47	...	...	...	1,651	1,651
2nd Circle.	State	1898-99	13	...	25	38	458	32	31	925	1,446
		1897-98	19	...	21	40	572	32	31	906	1,541
	Aided	1898-99	3	...	24	27	128	...	...	630	758
		1897-98	2	...	61	63	64	...	...	971	1,035
	Unaided	1898-99	1	...	9	10	36	...	...	235	271
		1897-98	1	...	20	21	36	...	...	404	440
3rd Circle.	State	1898-99	21	1	12	34	725	...	36	318	1,079
		1897-98	27	1	10	38	701	...	36	352	1,089
	Aided	1898-99	22	7	191	220	768	...	87	1,469	2,324
		1897-98	24	7	148	179	708	...	86	2,678	3,472
	Unaided	1898-99	2	...	79	81	64	...	...	1,288	1,352
		1897-98	3	...	97	100	96	...	...	2,036	2,132
4th Circle.	State	1898-99	41	61	13	115	1,696	...	1,000	548	3,244
		1897-98	39	58	10	107	1,741	...	1,201	364	3,306
	Aided	1898-99	8	...	88	96	276	...	92	1,082	1,450
		1897-98	7	...	94	101	319	...	...	1,676	1,995
	Unaided	1898-99	...	...	2	2	...	...	...	10	10
		1897-98	...	...	21	21	...	...	...	95	95
5th Circle.	State	1898-99	1	...	7	8	48	259	...	...	307
		1897-98	1	...	7	8	32	259	...	...	291
	Aided	1898-99	...	...	113	113	...	190	...	1,189	1,379
		1897-98	...	...	103	103	...	193	...	1,176	1,369
	Unaided	1898-99	...	...	...	...	...	...	...	...	...
		1897-98	...	...	...	...	...	...	...	...	...
	Total	1898-99	132	107	736	975	4,943	591	1,857	12,518	19,909
		1897-98	142	113	765	1,020	5,037	484	2,079	15,370	22,970

45. *Scholarships.*—The foregoing table shows a reduction of 10 in the number of State open scholarships held in Anglo-Vernacular schools. This is due to scholarships not being taken up, or to their lapsing before the end of their period of tenure. Out of 132, 49 are held in the fourth circle and 45 in the third. There is likewise a fall in the number of municipal and other scholarships. The fourth and first circles are those in which municipal scholarships are most liberally provided. There are none in Oudh or Kumaun. The value of the municipal scholarship is as a rule small, averaging Rs. 18 per annum; while those provided from "other sources" are no larger. The total number of scholarships showed last year an increase of 126, and this year there is a decrease of 45. In their cost there is a decrease of Rs. 3,061, whereas last year there was an increase of Rs. 2,307. The decrease occurs for the most part in the expenditure from "other sources."

ANGLO-VERNACULAR SCHOOLS FOR BOYS.

Results of Examinations.

Class of School.	Year.	Entrance.				School Final.				English Middle.				Lower Middle.			Upper Primary.		
		Number of candidates.	Passed in Division I.	Total passes.	Percentage of passes.	Number of candidates.	Passed in Division I.	Total passes.	Percentage of passes.	Number of candidates.	Passed in Division I.	Total passes.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
1st Circle. State ...	1898-99	43	1	24	56	2	...	2	100	200	6	90	45	149	50	34	214	121	57
	1897-98	69	4	37	54	...	...	...	...	205	2	80	39	...	...	...	114	42	37
1st Circle. Aided under private management.	1898-99	81	2	42	52	52	13	31	60	249	1	89	36	142	45	32	229	122	53
	1897-98	86	...	35	41	44	7	19	43	217	3	72	33	...	...	...	378	177	47
1st Circle. Unaided under private management.	1898-99	..	...	...	...	...	...	...	...	4	...	2	50	7	...	...	36	18	50
	1897-98	...	...	...	...	...	...	...	...	7	...	2	29	...	...	...	28	16	57
2nd Circle. State ...	1898-99	115	9	81	70	10	2	8	80	265	11	114	43	352	155	44	361	255	71
	1897-98	129	5	57	44	14	2	8	57	257	...	103	40	...	...	...	395	212	54
2nd Circle. Aided under private management.	1898-99	73	7	40	55	26	6	16	62	165	2	61	37	151	57	38	174	117	67
	1897-98	76	2	36	47	28	7	12	43	159	...	54	34	...	...	...	201	106	53
2nd Circle. Unaided under private management.	1898-99	20	...	10	50	...	...	...	...	82	...	14	17	47	19	40	51	23	45
	1897-98	28	...	10	36	...	...	...	...	76	...	15	20	...	...	...	26	6	23
3rd Circle. State ...	1898-99	137	12	72	53	34	9	23	68	303	12	126	42	198	70	35	140	9 4	67
	1897-98	130	6	47	36	28	7	20	71	257	6	93	36	...	...	...	137	104	76
3rd Circle. Aided under private management.	1898-99	163	12	71	44	37	4	15	41	345	5	131	38	355	98	28	490	341	70
	1897-98	164	9	54	33	13	2	7	54	344	4	105	31	...	...	...	486	291	60
3rd Circle. Unaided under private management.	1898-99	7	...	5	71	26	3	13	50	129	...	56	43	153	30	20	90	65	72
	1897-98	12	...	4	33	27	2	9	33	94	...	14	15	...	...	...	119	56	47
4th Circle. State ...	1898-99	177	11	89	50	59	10	35	59	486	16	219	45	473	173	37	410	251	61
	1897-98	147	2	50	34	50	5	31	62	475	8	189	40	...	...	...	384	198	52
4th Circle. Aided under private management.	1898-99	72	5	37	51	28	1	12	43	124	1	53	43	167	48	29	241	134	56
	1897-98	79	3	19	24	23	...	10	43	154	1	43	28	...	...	...	215	95	44
4th Circle. Unaided under private management.	1898-99	...	...	...	...	...	...	...	...	69	..	11	16	19	9	47	145	97	67
	1897-98	...	...	...	...	...	...	...	...	94	1	17	18	...	...	...	8	2	25
5th Circle. State ...	1898-99	9	1	8	89	...	...	...	...	19	...	12	63	24	8	33	22	12	55
	1897-98	10	1	8	80	...	...	...	...	26	...	14	54	...	...	...	24	16	67
5th Circle. Aided under private management.	1898-99	10	2	7	70	2	1	2	100	65	3	25	38	29	8	28	92	49	53
	1897-98	13	...	1	8	2	...	1	50	46	...	12	26	...	...	...	34	24	71
5th Circle. Unaided under private management.	1898-99	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16	3	19
	1897-98	...	..	...	...	...	...	...	...	2	...	1	50	...	...	...	20	11	55
Total. State ...	1898-99	481	34	274	57	105	21	68	65	1,273	45	561	44	1,196	456	38	1,147	733	64
	1897-98	485	18	199	41	92	14	59	64	1,220	16	479	39	...	...	...	1,054	572	54
Total. Aided under private management.	1898-99	399	28	197	49	145	25	76	52	948	12	359	38	844	256	30	1,226	763	62
	1897-98	418	14	145	35	110	16	49	45	920	8	286	31	...	...	...	1,314	693	53
Total. Unaided under private management.	1898-99	27	...	15	56	26	3	13	50	284	...	83	29	226	58	26	338	206	61
	1897-98	40	..	14	35	27	2	9	33	273	1	49	18	...	...	...	201	91	45
Total for Schools ...	1898-99	907	62	486	54	276	49	157	57	2,505	57	1,003	40	2,266	770	34	2,711	1,702	63
	1897-98	943	32	358	38	229	32	117	51	2,413	25	814	34	...	...	...	2,569	1,356	53
Private candidates ...	1898-99	407	1	88	22	..	...	...	...	543	..	75	14	136	30	22	...	...	...
	1897-98	482	2	43	9	...	...	...	...	485	2	42	9	...	...	...	...	...	...

46. *The Entrance and School Final Examinations.*—There is a decline of 36 in the number of school candidates at the Entrance, but an increase of 47 at the School Final, showing a steady growth in popularity in the case of the latter examination. The number of private candidates has fallen considerably, but seeing that these are for the most part either truants from recognised schools, or pupils of pirate schools, this is not a matter for regret. Some assistance will be rendered to the proper maintenance of discipline in schools in future by the recent resolution of the Senate to exact a higher fee from private candidates at the Entrance Examination. The success of State schools is distinctly better than of Aided schools at both the examinations, and there is an improvement since last year.

In State schools 342 candidates have passed, as against 258 in the previous year. In Aided schools under private management 273 against 194. In Unaided recognised schools 28 against 23. Among private candidates the total passed have risen from 43 to 88.

The largest number of passes at these two examinations comes from the third (Allahabad) Circle, the fourth (Rohilkhand) Circle comes next, and then the second, (Oudh); the numbers respectively being 199, 173 and 155.

The following schools passed more than 60 per cent. of the candidates at the Entrance and School Final Examinations:—

Name of School.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
		I.	II.	III.		
Bijnor Government High School	8	3	4	1	8	100
Rae Bareli ditto	14	2	7	4	13	93
Almora ditto	9	1	7	...	8	89
Hardoi ditto	8	...	5	2	7	88
Sháhjahánpur ditto	21	3	13	1	17	81
Partábgarh ditto	14	...	6	5	11	79
Sítapur ditto	8	...	4	2	6	75
Sultánpur ditto	11	2	5	1	8	73
Muttra ditto	7	...	3	2	5	71
Bara Banki ditto	10	2	2	3	7	70
Budaun ditto	13	1	5	3	9	69
Fyzabad ditto	26	2	5	11	18	69
Fatehpur ditto	9	4	1	1	6	67
Unao ditto	9	...	3	3	6	67
Gonda ditto	6	2	2	...	4	67
Allahabad ditto	51	5	17	9	31	61
Lucknow Queen's Anglo-Sanskrit School ...	22	11	6	2	19	86
Balrámpur Lyall Collegiate School	6	...	2	3	5	83
Benares Jay Narain's School	6	1	3	1	5	83
Almora Ramsay Collegiate School	12	3	5	1	9	75
Allahabad Jumna Mission School	7	...	3	2	5	71
Agra Collegiate School	47	8	15	9	32	68
Gházipur Victoria School	12	...	4	4	8	67
Mainpuri Mission School	6	...	2	2	4	67
Meerut Church Mission School	17	1	7	3	11	65
Aligarh M. A. O. Collegiate School	18	2	6	3	11	61

Sixteen of these twenty-six schools are Government High Schools, and it is satisfactory to find so many of these institutions keeping to the front. Although not mentioned in the above list, the Government Schools at Bareilly and Cawnpore deserve notice for passing 8 and 5 candidates respectively in the First Division. The Government High School, Almora, under the headmastership of Mr. R. Thomas, is the only school which now for three years running has achieved the distinction of being included in this list. The Government Schools at Sítapur and Fatehpur were also honourably mentioned last year.

The only school which passed less than 20 per cent. of its candidates is the Harish Chandra Chauk School, Benares, which passed only one of the six who were presented. This is a school to which the Collector of Benares refers as specially devoting itself to cramming for the Entrance, and the result shows that a great mistake has been made in relying upon cram rather than on a wisely-regulated and steadily-pursued course of studies.

Three schools, *viz.* the Government High School, Partábgarh, Jay Narain's School, Benares, and the Ramsay Collegiate School, Almora, have greatly improved during the year, their names having been transferred from the list of greatest failures to that of greatest success.

The Special Vernacular Examination—was instituted as a measure for removing the reproach which is often heard, *viz.* that those educated in our schools and colleges are unacquainted with their own vernacular. It is identical with the examination in the vernacular at the School Final Examination; but it is open to

Entrance candidates, to undergraduates and to graduates of the university. The number of candidates entering specially for this subject was 112, of whom 99 were from the North-Western Provinces and Oudh; of these 76 passed, 67 being from these Provinces. The increased entry for the School Final Examination also added 47 to the numbers taking this subject. The facts go to justify the throwing open of this examination.

47. *English Middle Examination.*—The total number of candidates who appeared in the examination amounted to 3,375, showing an increase of 171 on the number of candidates presenting themselves for examination in April 1898.

In spite of the shortness of the last session, due to the alteration in the date of the University Examinations, which necessitated a like change in the date of the Departmental examination, the percentage of passes was 35·5 against 30·9 in April last. This rise may be due to the tendency of the Examiners, natural under the circumstances, to be rather lenient to candidates who had not had the customary time for preparation; some of the question papers set were slightly easier than usual.

The percentage of passes in the North-Western Provinces and Oudh was 35·4; among the candidates coming from foreign, chiefly Rájputána, States—321 in number, it was 37·8.

A rise in the percentage of passes is observable in schools of all classes. As usual, however, a considerable number of the "private" schools have achieved total failures.

The Government schools did well, on the whole.

The Bareilly district school deserves special mention, having seven first divisioners; and among these the candidates who stand first, second and fourth in the general list. There were altogether 66 first divisioners: and it may be mentioned that not one of them belongs to a school of the Allahabad district; Cawnpore district school placed four pupils in the first division; Sítapur, Ballia and Gonda each contributed three pupils to the same list.

The percentage of passes in the different circles, State schools and Aided schools, stands as follows:—

	State schools.	Aided schools.
I Circle	45	36
II ditto	43	37
III ditto	42	38
IV ditto	45	43.
V ditto	63	38

State schools show better results than Aided schools in all circles.

As usual, the several Examiners sent in reports pointing out the chief respects in which the teaching in the majority of schools appears to be defective. There is little variation in these reports year after year.

It must not, however, be supposed that the faults are so prominent in the case of the minority who pass as in the case of the majority who fail; and it is a mistake on the part of teachers and pupils to suppose that they can prepare more surely for examinations by hasty cramming than by good and steady work. Examinations, it is true, afford an opportunity for cramming, but they can scarcely be said to encourage it if those who are crammed go mainly to swell the number of failures, while thoroughness is necessary to ensure success. In English the knowledge of grammar and analysis is very defective; spelling and neatness of writing are neglected; translation into English from the vernacular is very poor. In Arithmetic and Euclid there is an evident want of insight into the meaning of rules and processes. In History and Geography there is too much learning by-heart of the text-books or keys to the text-books; the spelling of Geographical and Historical names is very lax; and the map drawing as bad as possible. In the classical languages the students manage to pass in their text-books, but show no thorough knowledge of grammar, and their attempts at translation into the classical language generally are utter failures.

The report of the Examiner in Science, Mr. Murray, is distinctly more hopeful; "the results," he says, "were, on the whole, extremely gratifying," and he singles out for special recommendation the district schools of Cawnpore and Saháranpur, and the Collegiate school, Benares. It must be noted, however, that only 161 students out of 3,375 had taken Science as their optional subject. The Examiner in Drawing also declares the results in that subject to have been satisfactory, on the whole.

The favourite optional subject continues to be Persian, which was taken up by 2,606. 480 students took Sanskrit and only 19 Arabic. The study of this latter language is apparently dying out among the Muhammadans who receive an English education, and it is not encouraged, as we might expect it to be, in the leading Muhammadan schools. There is also a decline, though not very

considerable, in the number of those taking up Sanskrit. Drawing was taken up by 83, and Book-keeping by 38.

Only very few students take up more than one optional subject.

The following schools passed over 70 per cent. of their candidates at the English Middle Examination :—

Number.	Name of School.	Number of candidates.	Passed in Division.			Total number of passes.	Percentage of passes.
			I.	II.	III.		
1	Government High School, Almora	15	...	11	1	12	80
2	Ditto, Partábgarh	21	2	14	...	16	76
3	Ditto, Etáwah	24	1	16	...	17	71
4	Lyall Collegiate School, Balrámpur, Gonda... ...	6	...	6	...	6	100
5	Diamond Jubilee School, Naini Tal	6	1	4	1	6	100
6	Queen's Anglo-Sanskrit School, Lucknow	26	2	18	1	21	81

Three of these six are Government schools, and of the others the Lyall Collegiate School is under the management of the Educational Department. The district school, Almora, won the same honourable mention last year. All the above schools, except the Government school at Etáwah, and the Diamond Jubilee School at Naini Tal, which is a Middle school, likewise distinguished themselves at the University Entrance Examination.

The following schools did badly :—

Number.	Name of School.	Number of candidates.	Passed in Division—			Total number of passes.	Percentage of passes.
			I.	II.	III.		
1	Church Mission High School, Lucknow	21	...	2	2	4	19
2	Mission School, Pauri, Garhwál	24	...	2	2	4	17
3	Anglo-Vernacular School, Sandíla, Hardoi	6	...	1	...	1	17
4	Anglo-Vernacular School, Tundla, Agra	7	...	1	...	1	14
5	Chasma-i-Rahmat School, Gházipur	8	...	1	...	1	13
6	American Mission Central School, Cawnpore ...	10	...	1	...	1	10
7	American Mission School, Nakhas, Lucknow ...	13	...	1	...	1	8
8	Jamna Mission High School, Allahabad	13	...	1	...	1	8
9	Municipal Middle School, Firozabad, Agra... ...	15	...	1	...	1	7
10	Anglo-Vernacular School, Hapur, Meerut	6	...	...	...	...	...
11	Anglo-Vernacular High School, Saháranpur ...	11	...	1	...	1	9
12	Kurmi Páthshála, Lucknow	14	...	1	...	1	7
13	Church Mission School, Fyzabad	13	...	...	...	...	...
14	W. M. M. School, Akbarpur, Fyzabad	5	...	...	...	...	...
15	Arya Samáj Institute, Bareilly...	13	...	...	...	...	...
16	Anglo-Sanskrit Institute, Bareilly	7	...	...	...	...	...
17	Faiz-i-Am School, Meerut	5	...	...	...	...	...
18	State School Ikauna, Bahraich	7	...	...	...	...	...

It is satisfactory to find that this list does not include any Government schools. It is much shorter than the corresponding list of last year. The Jamna Mission School, the Anglo-Sanskrit Institute, Bareilly, and the Ikauna School get named year after year for poor results. The failures have been attributed to the fact that translation from vernacular into English has been introduced as one of the subjects for examination, and that every candidate is required to obtain one-third of the maximum marks in it. The change appears to be educationally sound. After a boy has been learning English for six years, he ought to be able to translate easy passages from his own language into English. Besides, as the Chairman of the Fatehpur District Board points out, it is the best antidote to the habit of learning text-books by rote, since cramming without intelligence is not sufficient to enable a boy to turn a piece of vernacular into decent English. Failures therefore in this subject indicate the existence of a real weakness.

48. *Lower Middle Examination, Anglo-Vernacular canditates.*—This was the first year in which provision was made for the admission of Anglo-vernacular candidates from class VI to the Lower Middle Examination. Certain papers are the same as for Vernacular candidates, but other papers, *viz.* in English and the optional subjects, are provided as alternative with the rest of the papers taken by vernacular candidates. The number of Anglo-vernacular candidates who presented

themselves for examination was 2,423, of whom 810 or 33 per cent. passed: they may be grouped as follows:—

1,007	Candidates from Government Schools		passed	402	or	40	per cent.
1,033	Aided Schools	...	ditto	310	„	30	ditto.
206	Recognised Schools	...	ditto	51	„	25	ditto.
21	Foreign States	...	ditto	10	„	48	ditto.
156	Private candidates ...	...	ditto	37	„	24	ditto.
2,423				810	„	33	ditto.

Of these 168 passed in Division I, 262 in Division II, and 380 in Division III. Putting aside foreign state schools on account of the small numbers appearing from them, the superiority of Government institutions is obvious. The Government High Schools at Bijnor, Muzaffarnagar, Ballia, Budaun, and Partábgarh deserve honourable mention for the large number of their candidates, *viz.* 6 to 9, placed in the first division.

49. *Boarding-houses.*—The statistics of boarding-houses offer no very marked variations from year to year. The question of improving or extending the accommodation is never seriously taken up, and things go on much in the same way. The annual changes in the figures do not call for any comment:—

Circle.	Average monthly number of boarders during 1898-99.				Average monthly number of boarders during 1897-98.			
	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding house fees.
				Rs.				Rs.
1st Circle	12	143	155	744	9	139	148	729
2nd Ditto	14	144	158	857	15	147	162	847
3rd Ditto	13	193	206	1,040	7	182	189	946
4th Ditto	22	278	300	1,775	22	282	304	1,802
5th Ditto	4	6	10	...	...	12	12	...
Total ...	65	764	829	4,416	53	762	815	4,324

Nothing has been done to improve the Fyzabad boarding-house, the condition of which is among the worst in the province, and the building utterly unsuitable. Similarly, the Mirzapur boarding-house remains a reproach to the District Board. Both these houses were mentioned in my last year's report. It is hopeless to expect the Board to undertake any improvement in the accommodation, unless under pressure from above; and the housing of schoolboys in clean and sanitary quarters is a duty that it is important to bring to their notice. To teach boys English and to leave them herded together in unhealthy discomfort is not calculated to improve the moral tone or the manliness of our scholars.

The Sultánpur school has a commodious boarding-house, but the boys seem to prefer to live in the Bazár; they say it is cheaper. Boys attending schools in England might say and act in the same way if they were allowed; but there they have not the same liberty to please themselves. A house for the master in charge is urgently needed at Sultánpur.

In most boarding-houses attention is paid to the welfare of the boarders, and these generally compare favourably in the matter of physique with day-boys; they grow up under more favourable conditions, habits of cleanliness and regular attendance in the play-ground are insisted on, and they usually live in well-ventilated quarters.

50. *Conduct of scholars.*—With comparatively rare exceptions the conduct of boys in Anglo-vernacular schools has been favourably reported on during the year. The most prevalent faults are irregularity in attendance and unpunctuality. For these small fines are imposed. But they are found to be inadequate to check the habit. A still more serious fault is that of gaining admission to schools by false statements, either to escape the payment of fees due to the school previously attended, or in order to be placed in a higher class than the inter-school rules would allow. Such statements are signed by the boy's guardian. The punishment in this case is rustication, and there are several instances of its having to be imposed during the year. The need of strict rules of discipline is all the greater in a country like this, where the parent is too often either indifferent to the misconduct of his son, or is ready to abet him in defying school discipline. There were very few cases of serious insubordination brought to my notice: cheating in examinations has, as usual, led to the punishment of sundry offenders. The Inspector of the Third Circle reports an increase in the number of instances in which boys have induced their guardians to make false charges in writing against head masters; where this has been proved to be the work of the boy, rustication has been inflicted as a punishment.

Religious instruction is given in the Amroha High School, as reported in past years; and the Sunni Muhammadans, who make arrangements for imparting it to their co-religionists, appear to be satisfied with the attempt. The similar provision at the District School, Almora, and at the Muhammadan Anglo-Oriental School, Aligarh, continues as last year. The newly-opened Hindu Central College, Benares, has been established professedly with the object of combining religious and moral with secular instruction. Otherwise there has been no extension of this branch of education during the year.

51. *General Progress of English Education.*—Last year I remarked that in all schools the weak place is the lowest classes. The most satisfactory feature of the year's work is a marked raising of the standard of instruction in these classes in consequence of the importance attached to them in recent orders. A genuine effort has been generally made to remedy the slackness which has characterized the work of the lower sections hitherto, and which has left but an unsafe foundation for future studies. Another fact worthy of record is that many more read up to the High Standard than used to; having made a beginning with English they are more disposed to go on with it. Mr. Welby, Inspector of the First Circle, finds that the schools collectively have improved in English, Mathematics and Vernacular, while he says that Euclid has never been taught as thoroughly in his circle as it is now. He has adopted a system of supervision of school work, which proves effective. He requires teachers to maintain note-books of the daily lessons, and these are treated as office records; moreover, once a month every teacher submits to him a model sheet showing exactly how a particular lesson in his subject was taught during the previous month. These model sheets come to him with a criticism on each by the head master concerned, and are returned with a review by the Inspector.

As the examination results show, and as departmental inspections corroborate, the best work is done, as a rule, in schools under the immediate control of the Education Department; and the superiority has become more marked during the last two years. The staff of teachers employed in them is better paid, and therefore the services of more competent teachers can generally be secured. In addition to this, promotions are made with greater care, the attendance is better, and order and discipline are superior. Aided schools are, as a rule, better than unaided schools, and some of them take a very prominent place. The American Episcopal Methodist Mission has closed some of its schools and may close others, owing to their poor success. The main reason of the inferiority of the schools of this Mission is that lack of funds makes it impossible to engage the best teachers.

The Rája of Partábgarh has opened a Middle School at Partábgarh mainly for the benefit of his clan, and it promises well.

The Kurmis in Lucknow started a school some two years ago, and Mr. Crosse, the Inspector of the Oudh Circle, writes of it as now the most harmful school in the city, as it draws away boys from other schools without taking transfer certificates, and promotes them indiscriminately. Head masters from many aided schools have complained to him frequently, but he is powerless to help them. He thinks that Government action is most necessary to save recognised schools from such pirates. A new school that began by pursuing similar tactics is the Hindu Central Collegiate School, Benares. The Inspector writes regarding it:—

"By charging lower fees and disregarding the inter-school rules it has managed to attract a considerable number of boys away from the schools in its neighbourhood, and as these schools are mainly dependent on their income from fees to meet their tuitional expenditure, the pecuniary loss resulting therefrom is likely to tell on the efficiency of their teaching. In spite of its lofty aims and aspirations, it cannot be

denied that the Hindu Central College has only succeeded, at any rate as far as its school department is concerned, in exercising locally an injurious influence upon discipline and efficiency."

Another school maintained in much the same way is the Bailey Cantonment School, Cawnpore. The school has been in the receipt of Rs. 20 a month from the cantonment funds. When the Inspector visited the school in October, at the request of the Cantonment Magistrate, it was hardly deserving of the name of a school, as its records, its accounts and its attendance register were in a state of chaos and its classification of scholars haphazard. But since then it has blossomed into an Entrance School, and the numbers on the rolls are given as 125. In the course of inquiries relative to the question of recognition, it was brought to light that the head master was a dismissed teacher of a local Mission School, and that he had enticed away the majority of the scholars of his higher classes from other schools in defiance of the inter-school rules. His action has served to bring home to the Cawnpore schools the value of these much-abused rules, and they have not been backward in pointing out the injuries which they have suffered from their non-observance. It is stated that the Cantonment Committee has now withdrawn its aid from the school.

These are not the only instances of schools which, pursuing no truly educational aims themselves, interfere with the progress of schools of a higher character.

Some Municipal schools, for instance those at Bareilly and Chandausi, have been brought more directly under the control of the Department, and steps have been taken to put them under better management. Some have been altogether transferred to the District Boards, as at Sikandra and Atrauli in the Aligarh district.

Buildings, Furniture and Apparatus.—The school buildings of the District School at Bánda and Lalitpur have been improved at the suggestion of the Inspector. A barrack is to be erected in the compound of the District School, Cawnpore, to contain the lower primary classes lately added to the school. Additional accommodation has been urgently needed at Fatehpur for more than two years, and plans have been prepared; but for want of funds building has not yet commenced.

The Inspector, 3rd Circle, reports that the Mirzapur District Board has been addressed on the subject of extending the school building in order to relieve the overcrowding. It has replied that as the number of boys has decreased yearly, it appears unnecessary to increase the space. There are, the Inspector writes, nearly double the number of boys now than there were when the Board was first addressed on the subject more than two years ago, and the overcrowding in the Oriental Department is little short of scandalous. This shows how much interest the Board take in their school and the sort of treatment that proposals from the Educational Department receive at their hand.

The District schools at Sítapur and Lakhimpur urgently need enlarging, and some of the branch school buildings in Oudh are discreditable to the districts concerned. That at Partábgarh has been repeatedly condemned as quite unsuitable for the purpose, but no steps are taken to acquire better and more commodious quarters.

The more important aided schools possess good buildings, but unaided schools are not so favourably circumstanced. Even the Husainabad High School, Lucknow, with a large endowment to fall back upon, is badly off in this respect.

Furniture and apparatus are not what they should be. District schools are the best supplied, but even in them there is much need for renewal.

Supply of teachers.—A gradual improvement is being effected in the teaching staff of State schools, owing to the fact that when vacancies occur it is possible to appoint men of better qualifications than those who were ordinarily available 30 years ago. Junior teachers appointed on a salary too small to secure qualified men are frequently incompetent. Their retention in service seems, from a point of view which is apt to be overlooked, a wrong to the public which pays enhanced fees and has a claim to have a tolerably good education provided in return. A move has been made in some districts to raise the pay of junior English teachers, so that trained men may be willing to serve; and as an effect an improvement will eventually take place where this has been done. But this does not seem altogether enough. There are other districts in which no steps have been or are likely to be taken, if they are left to themselves. I quote the following remarks on the subject from Mr. DelaFosse's report of the 3rd Circle:—

"Efficiency and pay are generally dependent on each other except in Mission Schools, where long service is sometimes considered in itself a stronger ground for high pay than qualifications. But the scale of pay in relation to efficiency, owing to competition and the fact that every year there are more men in search of teacherships who have received an English education, is gradually being lowered. The

supply is out of all proportion to the demand, and so it comes about that men accept lower salaries than they think themselves entitled to, and are discontented with their position, without interest in their work, and continually on the lookout for better-paid posts. It is not likely that such men will make painstaking and conscientious teachers, and it is therefore not surprising to find it a common complaint that men who have been appointed because of their high qualifications do not come up to expectation, and moreover do not stick to their posts. Rupees 20 a month should be the minimum pay of a teacher in an English school. If a man is not worth so much, he is not fit for employment. District Boards might set an example in this respect, but as a matter of fact they are as much given to underpaying teachers as any others. Out of nine English teachers in the District School, Ballia, four receive less than Rs. 20 a month, and two of these not more than Rs. 10. But the Chairman of the District Board, when addressed on the subject, replied that he thought it possible to get competent teachers on the pay already given! In Jaunpur there are five men in receipt of salaries ranging from Rs. 12 to Rs. 15 a month, but the District Board has rejected the modest proposals submitted to it for raising the pay of their posts. What improvement can be looked for in the character of the instruction and of the moral training in schools when men only take up the work of teaching as a make shift, or as a last resort when they have failed to obtain any other kind of employment?"

It should be added that men so appointed are necessarily untrained men, and their appointment is henceforth only possible in open defiance of the express orders of Government.

In Aided, and more especially in Unaided schools, the staff is inferior to that employed in State schools, owing to their inability to pay salaries on the same scale.

Remarks by Inspectors on the Lower Middle Examination.—The Inspectors of the 2nd and 5th Circles have offered remarks on the change which after due notice and with due sanction has come into operation this year, *viz.* the modification of the vernacular (or Lower) Middle Examination, which is the final stage on the vernacular side, so as to allow it to be taken, with the substitution of papers in English for certain subjects which are only studied in vernacular schools, by Anglo-vernacular scholars who are at the corresponding stage of their education.

Mr. Crosse thinks that if any public examinations are to be held at all, one is necessary at this stage, when a boy completes his education through the medium of his mother tongue. It enables us to test whether due progress has been made and whether a boy is really fit to take up his further education solely through the medium of English, as he is required to in the upper middle and high sections.

Mr. Boutflower is of opinion that the Lower Middle Examination ought to be of great benefit to the schools, and should in time improve the teaching of the lower classes, which hitherto has been far too much neglected in comparison with that of the higher classes. He considers that we ought to insist on a thoroughly good knowledge of the vernacular before anything beyond the most rudimentary stage of English is attempted. This appears to him to be most necessary if a boy is to assimilate the instruction which he will subsequently receive, and is to make the best use of his mental faculties in utilizing such knowledge as he may acquire. He is aware that this view is not popular among some managers of schools, who do not wish to see a boy's progress in English checked in any way by time being spent on the mastery of the vernacular. But he thinks it will be found that such men are too prone to regard the ultimate competitive examination for which a boy may sit as the end of his education, a view of the matter which, should it be widely entertained, will be most baneful to the country. In his opinion, any further changes in the curriculum should aim at imparting knowledge somewhat more extensively through the medium of the vernacular.

CHAPTER VI.—VERNACULAR SCHOOLS FOR BOYS.

SECTION A.—*General.*

Division.	District.	Schools managed by District and Municipal Boards.										Aided Schools.										Expenditure.				
		Number of schools on 31st March 1899.				Number of schools on 31st March 1898.	Number of scholars on 31st March 1899.				Number of scholars on 31st March 1898.	Number of schools on 31st March 1899.				Number of schools on 31st March 1898.	Number of scholars on 31st March 1899.				Number of scholars on 31st March 1898.					
		Middle.	Upper Primary.	Lower Primary.	Total.		Middle.	Upper Primary.	Lower Primary.	Total.		Middle.	Upper Primary.	Lower Primary.	Total.		Middle.	Upper Primary.	Lower Primary.	Total.		Public funds.	Fees.	Other sources.	Total.	Total expenditure for 1897-98.
																						Rs.	Rs.	Rs.	Rs.	Rs.
AGRA.	Muttra ...	7	72	13	92	92	161	659	3,614	4,434	4,356	...	5	18	23	5	...	13	688	701	206	14,931	1,893	437	17,261	16,461
	Agra ...	7	60	61	128	128	113	583	4,218	4,914	4,587	...	3	24	27	25	...	9	462	471	621	19,847	2,255	772	22,874	23,504
	Farukhabad ...	7	20	80	107	104	129	487	4,025	4,641	3,800	...	3	18	21	20	...	17	429	446	372	15,530	1,885	515	17,930	16,773
	Mainpuri ...	4	14	76	94	99	109	299	3,112	3,520	3,252	...	2	17	19	21	...	8	389	397	412	13,303	1,159	..	14,462	14,989
	Etáwah ...	7	16	61	84	83	133	421	3,187	3,741	3,449	...	1	12	13	11	...	2	346	348	304	14,455	2,138	430	17,023	16,427
	Etah ...	4	25	69	98	98	126	572	3,395	4,093	3,918	...	8	11	19	17	...	33	348	381	327	16,351	1,518	1,059	18,928	18,260
BUNDELKHAND.	Jhánsi ...	4	10	49	63	61	65	190	1,709	1,964	1,747	...	...	18	18	13	...	...	455	455	350	9,074	912	74	10,060	8,881
	Jalaun ...	5	21	37	63	64	69	255	2,008	2,332	2,136	...	8	31	39	26	...	21	901	922	591	10,653	885	894	12,432	11,686
	Lalitpur ...	3	10	34	47	45	32	135	1,324	1,491	1,335	...	...	1	1	1	...	...	27	27	35	7,708	449	...	8,157	7,887
	Bánda ...	6	30	86	122	126	82	395	3,461	3,938	3,666	1	...	13	14	11	24	29	454	507	472	18,037	575	361	18,973	19,075
	Hamírpur ...	6	14	59	79	79	74	306	2,615	2,995	2,742	...	3	11	14	15	...	8	247	255	263	12,131	970	...	13,101	12,919
LUCKNOW.	Kheri ...	4	32	28	64	63	85	367	2,506	2,958	2,776	...	1	24	25	23	...	5	645	650	621	11,421	606	...	12,027	11,583
	Sitápur ...	5	70	97	172	170	91	718	5,598	6,407	5,631	...	...	...	...	...	...	...	...	...	...	16,692	2,588	334	19,614	18,647
	Lucknow ...	6	26	43	75	76	92	482	2,702	3,276	3,348	...	...	2	2	2	...	...	40	40	48	13,638	1,909	...	15,547	15,615
	Hardoi ...	6	42	61	109	107	118	603	3,745	4,466	4,056	...	2	21	23	25	...	23	563	586	596	18,988	1,410	...	20,398	19,150
	Unao ...	8	44	55	107	107	148	700	3,802	4,650	4,410	...	7	19	26	17	...	21	688	709	402	18,019	2,697	...	20,716	20,156
	Rae Bareli ...	6	66	19	91	90	93	807	3,652	4,552	4,217	...	19	37	56	48	...	95	1,411	1,506	1,597	17,824	2,096	...	19,920	19,448

Fyzabad.	Bahraich	...	2	44	21	67	67	27	359	2,200	2,586	2,491	1	3	31	35	32	5	22	957	984	941	11,048	1,643	450	13,141	13,320
	Gonda	...	4	71	24	99	96	48	611	3,739	4,398	4,081	1	5	14	20	15	11	42	651	704	426	16,454	958	3,210	20,622	19,621
	Fyzabad	...	3	47	17	67	67	67	719	3,354	4,140	4,003	...	10	36	46	39	...	46	1,644	1,690	1,439	13,569	686	...	14,255	14,134
	Sultánpur	...	3	44	46	93	93	84	586	4,115	4,785	4,608	...	...	47	47	44	...	...	1,445	1,445	1,259	15,437	1,531	...	16,968	16,798
	Partábgarh	...	3	53	14	70	70	42	530	2,841	3,413	3,475	...	16	25	41	30	...	75	1,369	1,444	973	13,067	1,457	...	14,524	14,359
	Bara Banki	...	7	69	41	117	116	80	787	4,105	4,972	4,714	...	1	2	3	3	...	2	64	66	67	18,746	2,839	...	21,585	21,350
Allahabad.	Cawnpore	...	8	51	74	133	139	121	724	5,649	6,494	6,356	...	...	37	37	21	...	...	968	968	543	22,225	3,136	978	26,339	26,950
	Fatehpur	...	7	22	63	92	93	87	353	2,942	3,382	3,168	...	...	...	...	...	...	...	...	...	...	14,103	2,302	...	16,405	15,023
	Allahabad	...	8	30	82	120	119	115	376	3,351	3,842	3,594	...	2	65	67	77	..	7	1,327	1,334	1,590	20,642	1,648	...	22,290	22,807
	Jaunpur	...	7	33	67	107	110	98	416	3,725	4,239	4,419	...	2	38	40	39	...	6	1,100	1,106	1,070	17,530	1,547	...	19,077	20,519
	Mirzapur	...	6	18	81	105	109	76	274	3,900	4,250	3,735	1	3	33	37	26	22	42	1,770	1,834	1,211	14,790	1,496	2,713	18,999	19,749
Benares.	Gorakhpur	...	12	60	81	153	149	314	920	7,278	8,512	6,516	1	68	25	94	89	14	401	3,445	3,860	3,245	26,416	1,962	1,803	30,181	27,086
	Basti	...	7	25	64	96	97	75	550	4,164	4,789	3,968	...	28	77	105	100	...	278	3,336	3,614	2,888	17,113	1,581	...	18,694	19,527
	Azamgarh	...	9	60	40	109	109	239	887	4,395	6,121	5,452	...	13	50	63	67	...	33	2,078	2,111	1,756	20,210	3,297	1,546	25,053	22,882
	Benares	...	4	66	20	90	89	104	550	3,966	4,620	4,298	...	13	20	33	23	...	37	1,111	1,148	761	13,308	101	...	13,409	12,928
	Gházipur	...	6	32	41	79	79	254	671	3,461	4,386	3,800	1	2	84	87	84	12	46	3,286	3,344	2,800	14,785	1,892	257	16,934	18,175
	Ballia	...	9	67	11	87	86	200	794	3,282	4,276	3,912	...	8	35	43	35	...	46	2,096	2,142	1,850	15,338	1,661	120	17,119	16,425
Rohilkhand.	Bareilly	...	5	52	36	93	93	166	753	3,527	4,446	4,379	...	2	22	24	23	...	2	589	591	419	15,929	2,743	...	18,672	18,319
	Bijnor	...	7	45	33	85	84	191	711	3,137	4,039	3,820	...	6	88	94	85	...	18	2,706	2,724	2,541	14,116	3,221	390	17,727	17,241
	Budaun	...	10	79	32	121	118	204	769	3,818	4,791	3,976	...	3	1	4	4	...	9	79	88	65	18,075	2,487	168	20,730	19,820
	Moradabad	...	8	45	62	115	116	190	631	3,550	4,371	4,679	...	1	7	8	8	...	11	142	153	190	16,468	2,328	...	18,796	21,220
	Sháhjahánpur	...	7	41	57	105	104	165	659	4,282	5,106	5,035	...	1	7	8	7	...	4	245	249	179	18,318	2,092	...	20,410	19,284
	Pilibhít	...	3	47	6	56	56	39	403	2,023	2,465	2,360	...	7	5	12	14	...	18	316	334	350	8,538	1,547	...	10,085	9,962
Meerut.	Dehra Dún	...	1	16	7	24	24	25	118	900	1,043	841	...	1	7	8	5	...	7	199	206	160	3,724	249	876	4,849	4,609
	Saháranpur	...	7	54	31	92	92	123	598	2,945	3,666	3,366	1	1	36	38	39	7	16	1,154	1,177	1,212	15,385	2,075	6,657	24,117	24,646
	Muzaffarnagar	...	8	61	20	89	89	151	709	2,701	3,561	3,705	1	22	35	58	61	3	82	1,649	1,734	1,765	13,949	3,311	404	17,664	17,941
	Meerut	...	7	97	27	131	131	249	1,159	4,140	5,548	5,411	...	17	73	90	96	...	71	2,071	2,142	2,053	21,980	4,462	5,249	31,691	30,498
	Bulandshahr	...	11	64	22	97	97	249	946	3,565	4,760	4,705	...	29	36	65	56	...	118	1,685	1,803	1,398	15,890	4,158	660	20,708	20,802
	Aligarh	...	8	84	39	131	133	271	1,147	5,280	6,698	5,967	...	10	53	63	49	...	48	1,656	1,704	1,199	22,247	5,049	...	27,296	26,217
Kumaun.	Naini Tál	...	1	4	35	40	42	18	37	858	913	1,089	...	...	3	3	1	...	...	41	41	11	5,095	198	...	5,293	4,725
	Garhwál	...	2	4	58	64	64	66	84	1,798	1,948	1,923	...	6	11	17	9	...	23	292	315	243	7,094	1,023	...	8,117	7,547
	Almora	...	1	30	48	79	80	76	364	3,160	3,600	3,577	...	6	27	33	31	...	39	1,065	1,104	1,115	11,557	274	3,006	14,837	14,789
	Total	...	286	2,087	2,228	4,601	4,603	5,934	27,174	167,424	200,532	186,849	8	348	1,307	1,663	1,492	98	1,833	48,629	50,560	42,936	7,41,748	90,899	33,363	8,66,010	8,50,634

SECTION A.—*General.*

55. *Number of schools and scholars.*—The accompanying tabular statement contains the figures for State and Aided schools in each district. Unaided schools are not included in it; the statistics regarding them will be found in paragraph 78.

There is an immaterial decrease of 2 in the number of State schools, of which there are now 4,601, managed either by District Boards or by Municipal Committees. The chief change to be here noted is the conversion of a large number of so-called upper primary schools to the lower primary list. This has been effected in the interests of primary education in cases in which the teaching staff was not sufficient for an upper primary section, and the number of boys attending that section not enough to justify the expense of engaging an additional teacher. The gains and losses in the number of middle schools in different districts are slight.

The number of aided schools has increased by 171, *viz.*, from 1,492 to 1,663. These are of the lower primary stage for the most part. The number of scholars in State schools for vernacular education has increased by 13,683, a very gratifying result. With the increase in aided schools, there is a total gain of 21,307, or 9·3 per cent. A similar expansion may be looked for during the current year, if the districts utilize the additional grants allotted to them for the purpose. The middle section in State schools has gained 534 scholars, and in aided schools 7. The great growth in both classes of these schools is found in the lower primary stage.

56. *Expenditure*—The total expenditure has increased from Rs. 8,50,634 to Rs. 8,66,010, or by Rs. 15,376. The outlay met from public funds has slightly diminished. There is an increase of Rs. 11,173, or more than 14 per cent. in the fee income, due more to the higher rates at which fees have been levied than to the increase in the number of scholars, the gain being in a greater ratio than the increase of scholars. Other sources have contributed more liberally to the extent of Rs. 4,875. The increase in expenditure is common to all Divisions with the exception of Allahabad, in which division Fatehpur is the only district in which the expenditure has risen.

57. *Examination results—Lower Middle examination.*—The examination results of the usual examinations held at the termination of the courses in the various sections, *viz.*, lower primary, upper primary and middle, in all classes of vernacular schools, will be found arranged according to Divisions on pages 38 and 39. The total number of vernacular candidates at the lower middle examination, including private and foreign candidates not shown in the foregoing table, was 3,145, of whom 1,887 passed, or 43 less than last year. The percentage of those taking Urdu has further declined from 76 to 74. Those who appeared from Government schools were a long way the most successful, as usual; and a result which shows 70 per cent. of passes in their case is very creditable, even if it falls a little short of last year's achievement. From aided schools 41 per cent. of the candidates passed. Many of the districts did exceedingly well, among whom the following may be singled out for mention on account of the number of candidates which they passed in the first Division, as shown by the figures annexed to the names:—Bulandshahr 33, Aligarh 30, Allahabad 27, Bareilly 26, Meerut 23, Azamgarh 22, Cawnpore 21, Fatehpur 20, and Moradabad 20.

In the Agra Division the results are equal to those of last year; but in Bundelkhand the percentage of success in aided and unaided schools is very low, the State schools there obtained 64 per cent against 77 per cent. the previous year. Bánda again takes a prominent place, with 93 per cent. of passes. Lalitpur passed less than one-third of its candidates, owing to the neglect of mathematics.

In the Lucknow Division better results were obtained than last year. But in the Fyzabad Division the conditions of things is very much the reverse, and there has been marked retrogression.

The Allahabad Division has improved its position. With no appreciable increase in the number of scholars, the number of passes has risen from 174 to 201; the number placed in the First Division was 93 as compared with 84 of the year preceding. Six scholarships were won by the boys of this division, while in the previous year not a single place in the scholarship list was secured. Mirzapur heads the list of districts, with a percentage improved from 85 to 92. In Allahabad there has been a great change for the better, the percentage of passes being 90 instead of 51; the schools of this district have made marked improvement—five of them (Chail, Phulpur, Soraon, Daranagar and Karchhana) passing all the boys sent up. Equally successful were other schools in the division, but the Mirzapur and Fatehpur town schools are fully as deserving of honorable mention though their percentage was not

quite so high, since they sent up a larger number of candidates. In this division the progress of vernacular education, in so far as it can be tested by the Lower Middle examination, has been steadily and creditably maintained during the last three years.

In the Benares Division the results are not quite up to the level of the previous year, but are still very satisfactory.

The percentage of passes has risen in the Meerut Division, but has fallen in Rohilkhand.

In Kumaun the results are very much worse than last year.

The defects in teaching are much the same as reported last year. Any substantial improvement must depend on the employment of more trained and better qualified teachers, and can only proceed by slow degrees.

The Chairman of a District Board suggests that greater attention might well be devoted to good handwriting, which appears to him to be becoming a lost art. He suggests that if a special handwriting standard were introduced and no one admitted to Government employ unless he possessed a certificate of proficiency up to this standard, the illegible scrawls that now pass for words and letters would soon disappear.

58. *Upper Primary Examination.*—There is a considerable improvement in the results of the Upper Primary Department. The number of candidates was 7,579, a falling off of 307; but the passes numbered 4,990, an increase of 983. The percentage of passes rose from 51 to 66. All but 227 of the candidates were from State schools, this small complement coming from aided and unaided institutions. The improvement is common to all divisions, but is most marked in Allahabad, where there was a great deal of ground to be made up. The Benares and Kumaun Divisions appear to have been the most successful.

59. *Lower Primary Examination.*—The figures for the lower primary examination show that this is the stage at which the greatest advance has been made. The number of candidates has increased from 19,277 to 21,198, the number passed from 14,017 to 16,026, and the percentage of success from 73 to 76. The examination is obviously not unduly severe, or beyond the capacity of the scholars. It is a fair test of the work of these classes.

Results of Examinations by Divisions.

Division.	Class of school.	Year.	Vernacular Middle examination.				Upper Primary examination.			Lower Primary examination.		
			Number of candidates.	Passed in 1st division.	Total passes.	Percentage of passes.	Number of candidates	Number passed.	Percentage of passes.	Number of candidates.	Number passed.	Percentage of passes.
Agra ...	State	1898-99	316	66	231	73	809	558	69	2,471	1,988	80
		1897-98	334	112	243	73	897	368	41	2,478	1,813	73
	Aided and Unaided, under private management.	1898-99	...	...	...	...	4	2	50	147	95	65
		1897-98	...	...	...	...	8	6	75	21	16	76
	Total ...	1898-99	316	66	231	73	813	560	69	2,618	2,083	80
		1897-98	334	112	243	73	905	374	41	2,499	1,829	73
Bundelkhand ...	State	1898-99	128	23	82	64	338	238	70	1,222	1,020	83
		1897-98	111	54	86	77	301	185	61	1,086	875	81
	Aided and Unaided, under private management.	1898-99	6	...	1	17	14	9	64	64	49	77
		1897-98	5	2	5	100	16	5	31	52	33	63
	Total ...	1898-99	134	23	83	62	352	247	70	1,286	1,069	83
		1897-98	116	56	91	78	317	190	60	1,138	908	80
Lucknow ...	State	1898-99	230	43	150	65	1,038	607	58	2,423	1,777	73
		1897-98	246	52	151	61	1,042	536	51	2,223	1,588	71
	Aided and Unaided, under private management.	1898-99	...	...	...	...	14	2	14	148	97	66
		1897-98	...	...	...	...	4	1	25	61	39	64
	Total ...	1898-99	230	43	150	65	1,052	609	58	2,571	1,874	73
		1897-98	246	52	151	61	1,046	537	51	2,284	1,627	71
Fyzabad ...	State	1898-99	140	14	83	59	990	568	57	2,121	1,483	70
		1897-98	206	79	164	80	1,082	459	42	2,163	1,384	64
	Aided and Unaided, under private management.	1898-99	8	...	2	25	36	16	44	207	139	67
		1897-98	6	3	5	83	23	1	4	99	60	60
	Total ...	1898-99	148	14	85	57	1,026	584	57	2,328	1,622	70
		1897-98	212	82	169	80	1,105	460	42	2,262	1,444	64

Allahabad ...	State	1898-99	...	...	239	93	201	84	552	328	59	1,969	1,400	71
		1897-98	...	...	233	84	174	75	571	186	33	1,914	1,226	64
	Aided and Unaided, under private management.	1898-99	...	...	13	2	4	31	13	7	54	76	43	57
		1897-98	...	...	8	1	1	13	12	...	...	43	27	63
	Total ...	1898-99	...	...	252	95	205	81	565	335	59	2,045	1,443	71
		1897-98	...	...	241	85	175	73	583	186	32	1,957	1,253	64
Benares ...	State	1898-99	...	...	406	75	280	69	1,022	809	79	2,786	2,303	83
		1897-98	...	...	444	166	324	73	1,163	645	55	2,722	2,099	77
	Aided and Unaided, under private management.	1898-99	...	...	45	4	23	51	79	46	58	903	633	70
		1897-98	...	...	10	...	6	60	45	15	33	540	302	56
	Total ...	1898-99	...	...	451	79	303	67	1,101	855	78	3,689	2,936	80
		1897-98	...	...	454	166	330	73	1,208	660	55	3,262	2,401	74
Rohilkhand ...	State	1898-99	...	...	351	99	216	62	1,134	813	72	2,457	1,915	78
		1897-98	...	...	349	139	273	78	1,053	634	60	2,126	1,693	80
	Aided and Unaided, under private management.	1898-99	...	...	...	...	...	...	4	1	25	90	58	64
		1897-98	...	...	...	...	...	...	18	8	44	57	39	68
	Total ...	1898-99	...	...	351	99	216	62	1,138	814	72	2,547	1,973	77
		1897-98	...	...	349	139	273	78	1,071	642	60	2,183	1,732	79
Meerut ...	State	1898-99	...	...	409	116	337	82	1,306	817	63	2,886	2,158	75
		1897-98	...	...	379	133	279	74	1,485	862	58	2,759	2,202	80
	Aided and Unaided, under private management.	1898-99	...	...	5	1	3	60	41	23	56	510	371	73
		1897-98	...	...	2	...	...	...	45	17	38	351	226	64
	Total ...	1898-99	...	...	414	117	340	82	1,347	840	62	3,396	2,529	74
		1897-98	...	...	381	133	279	73	1,530	879	57	3,110	2,428	78
Kumaun ...	State	1898-99	...	...	66	2	15	23	163	137	84	628	440	70
		1897-98	...	...	44	4	33	75	94	64	68	487	336	69
	Aided and Unaided, under private management.	1898-99	...	...	...	...	...	...	22	9	41	90	57	63
		1897-98	...	...	...	...	...	...	27	15	55	95	59	62
	Total ...	1898-99	...	...	66	2	15	23	185	146	79	718	497	69
		1897-98	...	...	44	4	33	75	121	79	65	582	395	68
GRAND TOTAL ...	State	1898-99	...	...	2,285	531	1,595	70	7,352	4,875	66	18,963	14,484	76
		1897-98	...	...	2,346	823	1,727	74	7,688	3,939	51	17,958	13,216	74
	Aided and Unaided, under private management.	1898-99	...	...	77	7	33	43	227	115	51	2,235	1,542	69
		1897-98	...	...	31	6	17	55	198	68	34	1,319	801	61
	Total ...	1898-99	...	...	2,362	538	1,628	69	7,579	4,990	66	21,198	16,026	76
		1897-98	...	...	2,377	829	1,744	73	7,886	4,007	51	19,277	14,017	73

SECTION B.—*Vernacular Middle Schools.*

60. *Number and distribution of schools and scholars.*—The following table shows the number and distribution of vernacular schools and scholars on the 31st March for the last two years :—

Division.	State schools.	Aided schools under private management.	Unaided schools under private management.	Total number of schools on 31st March 1899.	Schools on 31st March 1898.	Number of scholars on 31st March 1899.				Number of scholars on 31st March 1898.
						Middle stage.	Upper primary stage.	Lower primary stage and preparatory.	Total.	
Agra	36	...	...	36	35	771	1,042	2,629	4,442	4,133
Bundelkhand	24	1	...	25	27	346	556	1,687	2,589	2,591
Lucknow	35	...	...	35	33	627	914	2,451	3,992	3,586
Fyzabad	22	2	...	24	24	364	462	1,653	2,479	2,343
Allahabad	36	1	...	37	38	519	758	2,529	3,806	3,627
Benares	47	2	...	49	48	1,212	1,036	2,836	5,084	4,338
Rohilkhand	40	...	...	40	40	955	1,300	3,284	5,539	5,314
Meerut	42	2	...	44	46	1,078	1,309	3,211	5,598	5,057
Kumaun	4	...	...	4	5	160	37	85	282	344
Total ...	286	8	...	294	296	6,032	7,414	20,365	33,811	31,333

The few changes in the number of middle schools are occasioned by the reduction of some schools to the primary standard, and the raising of others to the middle standard, for reasons which commended themselves to the district authorities acquainted with their circumstances. There is a net loss of one State school, and the aided school in Kumaun has disappeared from the list.

The increase of scholars is 2,478, and is very satisfactory, specially since the education given, even to the lower classes, in these schools is superior to that ordinarily obtainable in schools of a lower grade. In particular the increase of 10 per cent. in the number of boys in the middle stage is good ground for satisfaction. This increase has been shared by all the Divisions except Allahabad, where no advance is recorded. Education up to the middle stage appears to flourish most in the Benares, Rohilkhand and Meerut Divisions, and to be most neglected in Bundelkhand and Fyzabad. The average enrolment per school is the goodly number of 115, which makes a school large enough to deserve and to profit by any special attention that may be given to the selection of its staff, to the provision of accommodation and apparatus, and to the discipline of the boys, whether boarders or day-boys. These schools are not too many to receive the attention which is required to make them first rate educational institutions. Secondary vernacular education is not widespread, and it is an easy thing, with the trained teachers now available, to make its quality tolerably satisfactory.

61. *Expenditure.*—The expenditure on middle schools in the different divisions is compared for the last two years in the following table. There is a total increase of Rs. 1,889. Public funds have spent less by Rs. 4,056; fees have increased by Rs. 6,832; other sources have given less by Rs. 887. The total expenditure amounts to Rs. 2,11,929. This is, it should be remembered, largely spent on primary education, since only the two highest classes in a vernacular middle school, and these the two smallest classes, are in the secondary stage. The cost to public funds per scholar, Rs. 4-13-0, shows a diminution.

Expenditure on Vernacular Middle Schools.

Division.	Class of school.		Average number on the rolls monthly during the year.	Expenditure.				Incidence of expenditure per scholar.	Cost to public funds per scholar.	Fee per scholar.
				Public fund including Municipal.	Fees.	Other sources.	Total.			
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
AGRA.	State	1898-99	4,112	18,739	8,094	600	27,433	6·7	4·6	1·9
		1897-98	4,252	18,246	6,994	650	25,890	6·1	4·3	1·6
BUNDELKHAND.	State	1898-99	2,303	10,589	2,990	4	13,583	5·9	4·6	1·3
		1897-98	2,335	11,471	2,139	54	13,664	5·9	4·9	·9
	Aided, under private management.	1898-99	146	420	101	361	882	6·0	2·8	·7
		1897-98	143	420	91	241	752	5·3	2·9	·6
	Total	1898-99	2,449	11,009	3,091	365	14,465	5·9	4·5	1·3
		1897-98	2,478	11,891	2,230	295	14,416	5·8	4·8	·9
LUCKNOW.	State	1898-99	3,808	23,257	5,846	...	29,103	7·6	6·1	1·5
		1897-98	3,578	22,866	5,413	...	28,279	7·9	6·4	1·5
FYZABAD.	State	1898-99	2,114	14,377	3,720	13	18,110	8·6	6·8	1·8
		1897-98	2,168	14,640	3,994	15	18,649	8·6	6·8	1·8
	Aided, under private management.	1898-99	184	540	261	1,128	1,929	10·5	2·9	1·4
		1897-98	176	540	234	1,170	1,944	11·0	3·1	1·3
	Total	1898-99	2,298	14,917	3,981	1,141	20,039	8·7	6·5	1·7
		1897-98	2,344	15,180	4,228	1,185	20,593	8·8	6·5	1·8
ALLAHABAD.	State	1898-99	3,370	17,825	4,818	...	22,643	6·7	5·3	1·4
		1897-98	3,256	18,245	4,468	...	22,713	7·0	5·6	1·4
	Aided, under private management.	1898-99	140	220	180	224	624	4·5	1·6	1·3
		1897-98	145	120	207	402	729	5·0	·8	1·4
	Total	1898-99	3,510	18,045	4,998	224	23,267	6·6	5·1	1·4
		1897-98	3,401	18,365	4,675	402	23,442	6·9	5·4	1·4
BENARES.	State	1898-99	4,099	20,583	5,591	...	26,174	6·4	5·0	1·4
		1897-98	4,157	20,766	5,060	27	25,853	6·2	5·0	1·2
	Aided, under private management.	1898-99	156	696	189	257	1,142	7·3	4·5	1·2
		1897-98	156	696	169	338	1,203	7·7	4·5	1·1
	Total	1898-99	4,255	21,279	5,780	257	27,316	6·4	5·0	1·4
		1897-98	4,313	21,462	5,229	365	27,056	6·3	5·0	1·2
ROHILKHAND.	State	1898-99	5,340	20,594	10,586	320	31,500	5·9	3·9	2·0
		1897-98	5,206	23,413	8,613	320	32,346	6·2	4·5	1·7
MEERUT.	State	1898-99	5,239	18,913	11,780	...	30,693	5·9	3·6	2·2
		1897-98	4,865	19,314	40,065	...	29,379	6·0	4·0	2·1
	Aided, under private management.	1898-99	154	590	65	4,889	5,544	36·0	3·8	·4
		1897-98	129	600	44	4,888	5,532	42·9	4·7	·3
	Total	1898-99	5,393	19,503	11,845	4,889	36,237	6·7	3·6	2·2
		1897-98	4,994	19,914	10,109	4,888	34,911	7·0	4·0	2·0
KUMAUN.	State	1898-99	252	2,195	374	...	2,569	10·2	8·7	1·5
		1897-98	219	2,065	272	...	2,337	10·7	9·4	1·2
	Aided, under private management.	1898-99	...	...	...	...	...	...	...	...
		1897-98	94	192	...	578	770	8·2	2·0	...
	Total	1898-99	252	2,195	374	...	2,569	10·2	8·7	1·5
		1897-98	313	2,257	272	578	3,107	9·9	7·2	·9
TOTAL.	State	1898-99	30,637	1,47,072	53,799	937	2,01,808	6·6	4·8	1·8
		1897-98	30,036	1,51,026	47,018	1,066	1,99,110	6·6	5·0	1·6
	Aided, under private management.	1898-99	780	2,466	796	6,859	10,121	13·0	3·2	1·0
		1897-98	843	2,568	745	7,617	10,930	13·0	3·0	·9
	Total	1898-99	31,417	1,49,538	54,595	7,796	2,11,929	6·7	4·8	1·7
		1897-98	30,879	1,53,594	47,763	8,683	2,10,040	6·8	5·0	1·5

62. *Fees.*—The diminished cost to public funds corresponds to the increased fee-rates in force during the year. The average fee per scholar has risen from Re. 1-8-0 to Re. 1-11-0 per annum. In State schools it stands at Re. 1-13-0. In these schools it varies in different Divisions from Rs. 2-3-0 in Meerut and Rs. 2 in Rohilkhand to Re. 1-5-0 in Bundelkhand, where, however, there has been a substantial increase during the year. The enhancement has been general except in Oudh and Allahabad, and is due to a circular which I issued on the subject in February 1898. The fact that these higher fees are accompanied by an increased enrolment, by greater regularity in attendance and by a more attentive spirit on the part of the boys in their studies, is a very significant indication of a growing determination among the people to enjoy the advantages of education, though its price may be raised. In many districts the rates approved by Government, and laid down in paragraph 28 of the Departmental Manual of General Orders, have now been adopted, and the income from this source has accordingly been the highest on record, and has much exceeded the budget estimate. In some districts, the scale in force is higher than that prescribed in the orders above referred to; a scale which might well be taken as a minimum in all districts. But some districts still shrink from the move, which others have tried and found to result so satisfactorily. The increase in the fee income should, of course, be taken account of in preparing next year's budgets in the districts, and provision be made for opening further primary schools, as the Chairman, District Board, Muzaffarnagar, proposes, at least when there is no prior claim on it for the improvement of the middle schools themselves.

The District Board, Moradabad, has held out against the repeated suggestions of the Commissioner of the Rohilkhand Division on the subject. The Commissioner reports as follows in reviewing the Moradabad district report:—

"On having a divisional statement of fees in vernacular schools prepared, I found that the fees in Moradabad district were much less than the uniform scale of fees adopted in other districts of the division, and I asked the Chairman, District Board, to discuss the matter at a meeting, as to whether a uniform scale of fees would not be appropriate, or report whether there were any special local reasons which justified the levy of smaller fees in his district. On this the Board passed the following resolution:—'The Committee have had this question up before them again and have given their best attention to the matter. They do not wish to raise the fees on the general ground that education is not sought after in this district, as it should be, and they fear that if the fees are raised there will be a further diminution of scholars.'

"The Inspector of Schools, 4th Circle, then drew the Board's attention to this matter. On receiving a copy of the Inspector's letter from the Chairman, I again asked him (Chairman) to lay the matter before the Board in order that some reason may be assigned for believing that the conditions of Moradabad were exceptionally different from other districts in the division in this respect.

"The Chairman replied that the matter had again been laid before the Board and that the Board did not desire to raise the fees for the reasons given in the resolution quoted above.

"The isolated action of the Moradabad District Board in this respect is noticeable.

"The interest shown by members of the District Board in schools may be gauged by the fact that no non-official member of the District Board for tahsils Moradabad and Thakurdwara inspected any school during the year, and in parganas Amroha and Sambhal only one non-official member of the District Board visited a school."

In reviewing the Bareilly district report the same officer remarks that the raising of the fees has been accompanied by better results, and not by the deterioration anticipated in Moradabad. With reference to the Bijnor report he observes:—

"It is noticeable that the increase of fees has in this district resulted in an increase of scholars in the middle schools, entirely falsifying the premises on which the Moradabad District Board build their obstruction in this matter."

It is a curious fact that in the Hamírpur district the cost per pupil to the public funds is less in middle than in primary schools, being only Rs. 3-7-4 in the former to Rs. 4 in the latter. This is partly due to the fees levied in middle schools, but partly to the low rates of pay for teachers which prevail in the middle schools of that district. The importance of engaging the best teachers for the highest class of vernacular schools has apparently been overlooked there.

The Municipal Board in Lucknow charges only half the normal rate of fees in the middle, lower primary and preparatory sections, and only one-third in the upper primary classes. A municipal school is counted as a State school, and there is no apparent reason why the full rate should not be charged.

In Mirzapur the average fee runs down to some 9 or 10 annas per annum ; and with reference to this the Inspector remarks :—" There are no local circumstances which could justify so low a rate of fee per scholar. It is due to the obstinacy of the District Board which persists in charging a lower rate than that prescribed in the Manual of General Orders, and in fixing the number of free students at 40 per cent. instead of 20."

In the Benares district tuition fees were levied from one middle school only; but since the beginning of the current official year fees have been levied in all middle schools.

63. *Scholarships.*—Scholarships are awarded in the various districts to the most successful candidates at the upper primary examination. They are tenable for a period of two years in the middle section, and are of the fixed value of Rs. 2 per mensem. The number awarded each year in each district receives the sanction of Government, and cannot be altered without this sanction. It was considered important that the number should thus be fixed, so that those who were entitled to them might obtain them, independently of personal considerations, such as favouritism or the reverse on the part of members of the Boards, which was formerly supposed to affect the number and selection of scholarship-holders.

Scholarships in Vernacular Middle Schools.

District.	Number of halkabandi scholarships.				Total number of scholarships.	Expenditure on scholarships from—			
	As sanctioned by Government under Circular No. 28 of 1893.	Held in the Middle section.	Held in the Primary section.	Other scholarships.		Local Funds.	Municipal Funds	Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Muttra	20	16	...	...	16	347	...	...	347
Agra	24	24	...	...	24	468	...	...	468
Farukhabad	16	13	...	...	13	224	...	...	224
Mainpuri...	20	13	...	1	14	241	35	...	276
Etáwah	20	16	..	...	16	319	...	...	319
Etah	20	15	...	...	15	305	...	...	305
Jhánsi	8	8	...	2	10	157	48	...	205
Jalaun	16	16	...	...	16	317	...	...	317
Lalitpur	8	8	...	...	8	169	...	...	169
Bánda	25	25	...	6	31	525	36	39	600
Hamírpur	20	20	...	...	20	394	...	...	394
Kheri	8	8	...	2	10	186	...	66	252
Sítapur	18	18	...	...	18	373	...	...	373
Lucknow...	10	2	...	...	2	203	...	...	203
Hardoi	14	14	...	...	14	297	...	...	297
Unao	18	14	...	...	14	350	...	...	350
Rae Bareli	18	17	...	...	17	278	...	...	278
Bahraich	8	6	...	...	6	126	...	...	126
Gonda	16	7	...	...	7	154	...	...	154
Fyzabad	14	7	1	...	8	161	...	...	161
Sultánpur	14	8	...	...	8	174	...	...	174
Partábgarh	12	7	...	...	7	164	...	...	164
Bara Banki	16	10	...	...	10	245	...	...	245
Cawnpore	28	24	...	...	24	601	...	...	601
Fatehpur	20	17	...	...	17	412	...	...	412
Allahabad	28	19	...	...	19	381	...	...	381
Jaunpur	20	18	...	...	18	364	...	...	364
Mirzapur	16	13	...	...	13	264	...	...	264
Gorakhpur	22	22	...	...	22	453	...	...	453
Basti	16	16	...	...	16	246	...	...	246
Azamgarh	28	28	...	...	28	573	...	...	573
Benares	18	18	...	...	18	358	...	...	358
Gházipur	14	14	...	...	14	324	...	...	324
Ballia	18	18	...	...	18	317	...	...	317
Bareilly	20	20	...	...	20	400	...	...	400
Bijnor	16	14	...	...	14	263	...	24	287
Budaun	20	20	...	...	20	318	60	...	378
Moradabad	26	26	...	...	26	445	...	...	445
Sháhjahánpur	20	20	...	...	20	394	...	...	394
Pilibhít	24	25	...	...	25	382	...	...	382
Dehra Dún	2	2	...	...	2	46	...	...	46
Saháranpur	20	20	...	2	22	279	18	...	297
Muzaffarnagar	24	21	...	...	21	451	...	...	451
Meerut	27	27	...	...	27	478	...	...	478
Bulandshahr	26	26	...	...	26	448	...	...	448
Aligarh	22	22	...	2	24	434	...	33	467
Naini Tál	2	2	...	...	2	40	...	...	40
Garhwál	9	9	...	...	9	183	...	...	183
Almora	30	24	...	...	24	508	...	...	508
Total ...	879	777	1	15	793	15,539	197	162	15,898

In some districts irregularity has crept in, owing to a larger number being given one year, so that less than the sanctioned number were available the following year. This was, for instance, the case at Etah, where 15 scholarships were held out of 20 sanctioned by Government. Five were held in class VI and ten in class V. Ten were given in class V, instead of the 15 that were vacant, so that next year symmetry may be established, and thereafter ten scholarships will be available annually at the Upper Primary examination in full accordance with the intentions of Government.

In many districts the same irregularity exists, but the same remedy is not applied.

In Fyzabad one of these scholarships is returned as being held in the primary section. This is contrary to the orders of Government. The unauthorized expenditure from municipal funds on this account has considerably diminished.

64. *Boarding-houses.*—There is never much change to report in the amount of boarding-house accommodation in vernacular middle schools. In some places, such as Sítapur, the houses are extremely bad; it would be hard to find more squalid or ill adapted buildings than others; in some districts there is absolutely no accommodation of this kind. Without it, it is difficult to get boys from distant villages. Boarding-houses are, too, helpful instruments of discipline, and they are auxiliaries in improving the teaching. Mistakes are made in building; at Fatehpur the town school boarding-house was built on such treacherous foundations that it gave way before it was occupied; and a sum of Rs. 620 has been sanctioned for its reconstruction. Several boarding-houses are seriously damaged by rain every year, with a consequent reduction of accommodation; the one at Sikandrabad in the Mainpuri district is said to be always under water after heavy rains. The sanitary condition of these houses is too often neglected. Some improvements have been effected in the district of Gorakhpur. The number of boarding-houses in the Meerut division has increased by 3, the District Board of Saháranpur having opened two boarding-houses in connexion with the town schools of Saháranpur and Deoband, and a new boarding-house having been attached to the town school, Sikandra Rao, in Aligarh district. A new boarding-house has also been opened at Jalalabad in the Sháhjahánpur district.

Bijnor is badly off in this respect, but the following remarks by the Secretary, District Board, show that the shortcoming is not likely to be overlooked:—"A boarding house under proper management and supervision is a boon for boys who attend middle schools from distant villages. They are kept free from the evil influence of life in the town, and their manners and conduct are properly looked after by the resident master, who helps them besides in their studies."

65. *Conduct of Scholars.*—There has been no report of serious misconduct, but there have been complaints of defective manners and of a general want of smartness. An Inspector states that a surprise visit to a town school in the hot weather is rather a painful experience. The noise, the untidiness and dirt point to the absence of that discipline and self-respect which should accompany secondary, if it is hopeless to have it always associated with primary, education in this country.

66. *Supply of Teachers.*—There has been a very general awakening to the mistake of paying teachers the paltry salaries that have hitherto been provided, and their pay has been raised in very many districts. This will naturally bring in a better class of men to fill up posts for which trained men are not available. The extra cost is rightly considered a charge on the increased fee-income. There are still districts in which incompetent men are found in these schools, and where opportunities should be taken to replace them by qualified teachers from the Normal School.

67. *Accommodation and equipment.*—In the Agra Division the Commissioner notes that complaints as regards want of accommodation exist apparently at all the tahsíli schools in the Mainpuri district. Mr. Partridge, Chairman of that district, especially remarks of the Tahsíli School building at Shikohabad that it is low, dark, untidy and in bad repair; it would be scarcely fit for a halkabandi school, and is absolutely unfit for its present use. The Chairman mentions that the defects of the building were strongly commented on by Mr. Boutflower, Inspector of Schools, in 1893. But Inspectors may point out a serious defect year after year, and yet year after year it may remain uncorrected. Mr. Partridge has undertaken that provision shall, if possible, be made in next year's budget for a new and suitable school building, if he remains in the district. The Cawnpore Town School was mentioned last year as being excessively overcrowded; a separate building has now been rented for the lower classes; but for purposes of proper supervision it is necessary that all the classes should be near together. There are other schools in the Allahabad Division which have overrun their accommodation, and are left to the inconvenience. In the Benares Division some slight improvement has been made.

The overcrowding that has been common in middle school buildings will be obviated partially, if not completely, by the adoption of the 3-hour time-table for the lower primary and preparatory sections, these classes not being required to assemble all together. Even with this alleviation, Almora greatly needs extended accommodation.

The chief defect in equipment appears to be the poor supply of wall maps.

SECTION C.—VERNACULAR PRIMARY SCHOOLS.

(1).—*District Board Schools.*

68. *Number and distribution of schools and scholars.*—From the foregoing statement it will be seen that there is not much change in the total number of schools, though many of upper primary grade have been reduced to the lower primary grade, as already explained. In Muttra the number of upper primary schools, on the other hand, has more than trebled, whilst the number of scholars in the upper primary section has actually declined, and the average size of a class in this section is just over 3 scholars. The employment of an extra teacher for 6 boys—and in many instances it must be far less—is a costly undertaking. It means that the extra charge per upper primary scholar in these cases is at least Rs. 12 per annum, and far in excess of even the middle school average. The money could evidently be spent more profitably on lower primary schools. Those with larger upper primary classes would necessarily be maintained on their present footing, and should be improved. The wholesale conversion of lower into upper primary schools in the Muttra district during the year does not appear to be a wise step. If it has been effected without appointing assistant teachers, as the figures under the expenditure column imply, the alteration is unquestionably harmful.

The number of scholars has increased by 10,543. The abolition of small upper primary classes, which is most marked in Gorakhpur, accounts for the fall in the number of upper primary scholars. The increase in the total number of scholars in Gorakhpur, Basti and Azamgarh, *viz.*, 1,577, 712 and 681 respectively, is specially satisfactory, since these districts have hitherto been the most backward in the province. There has also been marked progress in Farukhabad and Sítapur. In Muttra the large increase in upper primary schools has been accompanied by a decline in the roll of scholars. The same association of events is noticeable also in Moradabad. The increase in Farukhabad is largely due to the admission of girls into boys schools in considerable numbers. The improvement in Cawnpore is practically all due to the same cause.

69. *Expenditure.*—The expenditure on District Board schools has increased by Rs. 3,986. The outlay has been larger than in the previous year, most notably in the following districts, and by the amounts indicated:—Gorakhpur, Rs. 2,665; Fatehpur, Rs. 1,401; Jhánsi, Rs. 1,003; Hardoi, Rs. 768; and Sitapur, Rs. 738. There have been great savings in Basti, Rs. 1,398; in Moradabad, Rs. 1,291; in Gházipur, Rs. 1,135; in Mirzapur, Rs. 1,053, and in Allahabad, Rs. 889. These figures, it should be remembered, do not include the charges incurred by the districts on behalf of aided primary schools. The incidence per scholar is Rs. 3-6-4, of which Rs. 3-3-5 falls on public funds.

70. *Fees.*—Last year I noted a falling off in the fee-income. This year it has more than recovered the loss, which was occasioned by the famine and the consequent adoption of lenient relaxations of the fee rates. While the enrolment has risen by about 7 per cent. the fee-income has risen by 9 per cent. The average fee does not exceed one pice a month.

The question of levying fees in primary schools was brought to the notice of District Boards by Government, in reviewing the annual report last year, and an improvement has taken place. But when working through the Boards it takes more than a year to settle this or any other matter finally. One Inspector thinks that the matter should not be left altogether to the Boards. Uniformity throughout all districts is probably not to be desired, for the condition of the people is not everywhere the same. But it is an anomaly that seems to need correction to find high fees and no fees levied in two adjacent districts, when the Commissioner of the Division can find no justification for the difference of treatment.

The Inspector of the First Circle observes:—"Why in Mainpuri alone there should be no fee for primary education does not appear. From what I have seen of the districts, I should think the Mainpuri people are quite as well-to-do as the natives of the five other districts of the Agra Commissionership."

In Bundelkhand it has been proposed to try a small rate of tuition fee in the upper primary classes at first.

Mr. Crosse thinks that more than three times the present sum might easily be raised in Oudh. He is of opinion, and I agree with him, that "now that His Honor has ordered the pay of teachers to be brought to the required standard, fees should be credited into the Treasury in Kheri, Gonda and Fyzabad," where they are now appropriated by the teachers as an addition to their pay.

In Etah and Mirzapur no fees are charged in lower primary classes. In Dehra Dún no fees are levied. In Pilibhít a higher rate was introduced during the year, *viz.*, that which is common throughout the Meerut Division.

Vernacular Primary Schools managed by District Boards.

District.	Number of schools.						Number of scholars.						Fee-income.		Total expenditure.	
	Upper Primary.		Lower Primary.		Total.		Upper Primary Stage.		Lower Primary Stage.		Total.					
	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.
													Rs	Rs.	Rs.	Rs.
Muttra	71	23	13	62	84	85	471	524	3,145	3,147	3,616	3,671	491	405	10,957	11,194
Agra	60	64	61	57	121	121	453	417	3,731	3,471	4,184	3,888	381	382	15,963	16,270
Farukhabad	20	20	80	77	100	97	283	284	3,517	2,756	3,800	3,040	317	135	12,414	12,675
Mainpuri...	14	14	76	80	90	94	177	368	2,784	2,317	2,961	2,685	110	41	10,811	11,061
Etáwah	16	48	58	27	74	75	173	309	2,471	2,124	2,644	2,433	333	365	10,476	10,643
Etah	24	19	65	70	89	89	401	471	2,788	2,574	3,189	3,045	158	131	12,181	11,727
Jhánsi	10	10	46	44	56	54	92	90	1,286	1,053	1,378	1,143	147	143	6,693	5,690
Jalaun	20	19	34	34	54	53	149	147	1,528	1,329	1,677	1,476	28	18	6,590	6,321
Lalitpur	10	10	34	32	44	42	87	78	1,116	948	1,203	1,026	22	...	6,130	5,926
Bánda	30	29	83	87	113	116	250	216	3,047	2,782	3,297	2,998	57	29	13,726	14,031
Hamírpur	14	21	59	52	73	73	174	165	2,174	2,009	2,348	2,174	21	16	9,646	9,302
Kheri	32	43	28	16	60	59	286	284	2,250	2,104	2,536	2,388	...	...	7,474	7,177
Sítapur	70	64	93	99	163	163	618	510	5,120	4,555	5,733	5,065	1,685	1,491	15,124	14,386
Lucknow	25	31	43	37	68	68	301	319	2,160	2,225	2,461	2,544	905	783	9,975	9,938
Hardoi	41	52	59	49	100	101	374	422	3,061	2,869	3,435	3,291	126	94	13,837	13,069
Unao	44	44	55	55	99	99	505	518	3,298	3,081	3,803	3,599	1,370	1,113	13,873	13,676
Rae Bareli	66	66	19	20	85	86	658	696	3,243	3,077	3,901	3,773	631	632	13,077	13,002
Bahraich...	44	43	21	22	65	65	325	365	2,096	1,960	2,421	2,325	840	872	8,891	9,304
Gonda	71	70	23	21	94	91	568	612	3,388	3,019	3,956	3,631	...	...	12,784	12,245
Fyzabad	47	62	17	2	64	64	626	672	3,094	2,971	3,720	3,643	...	...	10,001	9,591
Sultánpur	44	71	46	19	90	90	503	688	3,887	3,556	4,390	4,244	691	654	12,086	11,817
Partábgarh	53	58	12	7	65	65	475	591	2,662	2,578	3,137	3,169	566	553	9,758	9,979
Bara Banki	69	76	40	33	109	109	662	651	3,558	3,458	4,220	4,109	1,791	1,625	15,520	15,412
Cawnpore	49	48	70	77	119	125	521	472	4,753	4,664	5,274	5,136	1,180	1,241	17,786	17,765
Fatehpur	22	14	62	71	84	85	200	196	2,518	2,329	2,718	2,525	1,165	948	11,531	10,130
Allahabad	30	29	75	75	105	104	232	268	2,697	2,497	2,929	2,765	949	946	13,664	14,553
Jaunpur	33	40	65	61	98	101	295	322	3,231	3,352	3,526	3,674	729	858	13,067	14,292
Mirzapur	18	19	76	79	94	98	151	148	3,280	2,890	3,431	3,038	100	97	10,826	11,879
Gorakhpur	59	133	75	...	134	133	655	809	5,925	4,194	6,580	5,003	700	712	18,733	16,068
Basti	25	28	64	63	89	91	451	431	3,751	3,059	4,202	3,490	624	637	11,333	12,731

Azamgarh	...	...	60	83	39	15	99	98	698	705	4,519	3,831	5,217	4,536	1,136	963	14,100	13,588
Benares ...	...	...	61	65	8	5	69	70	457	478	2,964	2,740	3,421	3,218	5	...	7,955	7,491
Gházipur...	...	...	30	29	39	40	69	69	432	471	2,983	2,477	3,415	2,948	692	617	9,259	10,394
Ballia ...	...	...	67	68	11	9	78	77	616	554	2,840	2,647	3,456	3,201	561	554	10,362	9,902
Bareilly ...	...	...	52	70	36	18	88	88	565	637	3,063	2,915	3,628	3,552	1,071	1,017	13,233	12,820
Bijnor ...	...	...	45	58	33	19	78	77	437	452	2,491	2,374	2,928	2,826	826	739	10,383	10,063
Budaun ...	...	...	79	61	24	43	103	104	471	412	2,882	2,421	3,353	2,833	290	270	13,699	13,124
Moradabad	...	...	45	39	62	69	107	108	402	495	2,985	3,185	3,387	3,680	650	653	13,335	14,626
Sháhjahánpur	...	...	41	56	57	41	98	97	417	488	3,648	3,454	4,065	3,942	323	243	12,541	11,937
Pilibhít ...	...	...	47	43	6	10	53	53	334	330	1,706	1,636	2,040	1,966	672	340	6,819	6,484
Dehra Dún	...	...	16	10	7	13	23	23	92	75	787	681	879	756	6	7	2,849	2,782
Saháranpur	...	...	54	58	31	26	85	84	400	401	2,462	2,292	2,862	2,693	602	582	9,502	9,817
Muzaffarnagar	...	...	61	77	20	4	81	81	519	616	2,269	2,276	2,788	2,892	1,264	1,205	10,542	10,940
Meerut ...	...	...	96	112	26	10	122	122	983	951	3,711	3,663	4,694	4,614	2,051	1,952	17,783	17,582
Bulandshahr	...	...	64	79	22	6	86	85	591	632	2,874	2,723	3,465	3,355	1,491	1,312	11,358	11,017
Aligarh ...	...	...	84	109	39	14	123	123	796	927	4,294	3,724	5,090	4,651	2,045	1,977	17,952	18,114
Naini Tál	...	...	4	4	35	37	39	41	19	26	773	945	792	971	60	93	4,529	4,125
Garhwál ...	...	...	4	5	58	57	62	62	84	106	1,798	1,756	1,882	1,862	89	63	5,785	6,149
Almora ...	...	...	30	20	48	59	78	79	345	263	3,160	3,249	3,505	3,512	...	...	8,994	9,112
Total		...	2,071	2,314	2,153	1,923	4,224	4,237	19,774	21,062	1,43,768	1,31,937	1,63,542	1,52,999	29,951	27,508	5,55,907	5,51,921

In Etah the question of enhancing the fees and levying them on all classes is before the Board; the Chairman regards this as a legitimate source of income, and does not apprehend any appreciable falling off in attendance in consequence.

In the Benares district the Board has introduced a system of levying small fees from a certain proportion of scholars. The Chairman expresses the opinion that there seems no reason why education should be given free to boys whose parents can very well afford to pay the small sums demanded.

71. *Conduct of scholars.*—As last year, want of manners is the chief ground of complaint against village school boys. Two cases of gross disrespect and impudent misrepresentation were brought to my notice; but as they were directed against inspecting officers it is probable that they were instigated by teachers. In other cases, too, the example of rude and unmannerly teachers has been baneful, particularly when they are of an intriguing disposition. At one place the boys of class IV left in a body, and joined a neighbouring Mission school in order to escape the stricter discipline of the District Board school. Some observers have noticed an improvement in their own districts, and they attribute it in part to the better class of teachers now employed, but largely to the introduction of drill into village schools.

72. *Physical exercises.*—Great progress in drill and physical exercises is reported during the year. Tournaments, prizes and drill instructors have been the instruments used to kindle and sustain enthusiasm on the part of scholars and the parents and other villagers. In some districts a recreation-club subscription of one pice is paid by the boys without demur. In the Benares district not a single school possessed games apparatus of any kind until the Chairman recently persuaded the Board to make a small allotment for the purpose. The Chairman of the Farukhabad Board writes:—"In some of the Thákur villages with schools which I visited it was amusing to notice how naturally diminutive boys, who showed little or no aptitude for literary studies, took to the drill." I am glad to place on record that the Chairman, District Board, Azamgarh, has been able to persuade zamíndárs to give plots of land near the schools for the purpose of playgrounds.

73. *Supply and efficiency of teachers.*—There are very many uncertificated teachers in Board Schools, and the reason is that the supply of men from the Normal Schools does not keep pace with the requirements of the districts. The deficiency should be made good by the employment of men who have passed the Vernacular Middle examination, but the pay offered is in many cases too low to secure this qualification. The late Commissioner of the Agra Division justly remarked that if a teacher is incompetent by reason of his age or otherwise, he should not, in fairness to the boys, be entrusted with a charge for which he is unfit, and so be allowed to mar the educational prospects of his scholars. The pay of teachers and assistant teachers has been raised in many districts, and a further improvement in the same direction is promised. In some districts it is proposed to use the increase in the fee-income for this purpose.

But there is an objectionable practice of appointing men with pay of Rs. 2 or 3 a month and correspondingly poor qualifications and calling them monitors, although they are of mature age, and, except in name, assistant teachers whose services are permanently retained. If their work is good, they deserve more than the mere pittance allowed; if bad, they should be got rid of, and regular assistant teachers with better qualifications be engaged in their place on regulation salaries.

The Chairman, District Board, Budaun, specially notes that the number of incompetent teachers in his district is very large.

Proposed rules regarding the qualifications of teachers in District Board Schools have now been issued by Government. The men who have returned from the Normal Schools since their reorganization in 1895, are found to be the best teachers, and to do their work most conscientiously. They generally deserve the pay of Rs. 8, which has been fixed for them to begin on. It appears that in the Etah district there are no teachers who have passed the Normal School examination under the new scheme.

It is extraordinary to find it reported from Budaun that a master was absent for two or three months from his school, returning each month merely to draw his pay. He was at length discovered and dismissed.

74. *School buildings and equipment.*—The number of new buildings erected during the year is insignificant. Repairs are very unsatisfactorily carried out in many districts, with the consequence that they have to be taken in hand again and again, and money is thereby wasted. In Fatehpur, where the repairs are entrusted to the teachers, the results are found to be satisfactory. But this is not so in all districts.

The state of the buildings affects the attendance. In one district most of the school buildings suffer seriously in the rains, and work is impossible for about three months, and last year two school-houses entirely collapsed.

As regards equipment, a more liberal supply of black boards and maps is wanted to make education a little more what it should be.

75. *Management of schools.*—The educational work of the districts has benefited greatly by the adoption of rules similar to those which have long been in force in Aligarh, and which have received the approval of Government. Under the present rules many of the abuses which interfered with the educational development of the districts have been rectified.

76. *School-hours.*—The Department has been successful in inducing district authorities to adopt shorter hours for the lower primary classes in many districts. By taking half the classes at one time and the other half at another, the want of accommodation is obviated, the children have the advantage of more attention from their teachers, the strain on the teachers is diminished, and there can be no question that three hours a day is quite enough for the youngest section in schools. The Etah Board has protested against the change; but under Government orders recently received, it and other outstanding boards will be required to adopt the shorter hours.

(2).—*Aided Vernacular Primary Schools.*

District.	Number of schools on March 31st.		Number on rolls on 31st March 1899.			Number on rolls on 31st March 1898.	Results of examination.		Expenditure.			
	1899.	1898.	Upper Primary.	Lower Primary.	Total.		Passed Upper Primary standard.	Passed Lower Primary standard.	From Public and Municipal Funds.	From fees.	From other sources.	Total.
									Rs.	Rs.	Rs.	Rs.
Muttra	23	5	13	688	701	206	...	15	624	191	379	1,194
Agra	27	25	9	462	471	621	...	6	922	750	172	1,844
Farukhabad ...	21	20	17	429	446	372	2	13	681	...	515	1,196
Mainpuri ...	19	21	8	389	397	412	...	6	458	...	...	458
Etáwah	13	11	2	346	348	304	...	4	542	20	430	992
Etah	19	17	33	348	381	327	...	24	439	...	651	1,090
Total ...	122	99	82	2,662	2,744	2,242	2	68	3,666	961	2,147	6,774
Jhánsi	18	13	...	455	455	350	...	5	397	...	70	467
Jalaun	39	26	21	901	922	591	...	18	1,407	...	891	2,298
Lalitpur	1	1	...	27	27	35	...	...	36	...	...	36
Bánda	13	10	...	357	357	307	...	...	303	...	...	303
Hamírpur ...	14	15	8	247	255	263	...	7	456	330	...	786
Total ...	85	65	29	1,987	2,016	1,546	...	30	2,599	330	961	3,890
Kheri	25	23	5	645	650	621	...	14	955	...	...	955
Sitapur	...	...	...	...	...	...	...	...	...	...	...	...
Lucknow... ...	2	2	...	40	40	48	...	1	84	...	...	84
Hardoi	23	25	23	563	586	596	...	6	580	...	...	580
Unao	26	17	21	688	709	402	...	7	825	...	...	825
Rae Bareli ...	56	48	95	1,411	1,506	1,597	2	69	1,783	709	...	2,492
Total ...	132	115	144	3,347	3,491	3,264	2	97	4,227	709	...	4,936
Bahraich... ...	34	31	9	861	870	828	...	12	1,522	307	...	1,829
Gonda	19	14	26	607	633	359	...	19	765	286	2,206	3,257
Fyzabad	46	39	46	1,644	1,690	1,439	...	54	1,682	...	...	1,682
Sultánpur ...	47	44	...	1,445	1,445	1,259	...	13	2,116	202	...	2,318
Partábgarh ...	41	30	75	1,369	1,444	973	12	30	1,781	404	...	2,185
Bara Banki ...	3	3	2	64	66	67	...	...	108	...	...	108
Total ...	190	161	158	5,990	6,148	4,925	12	128	7,974	1,199	2,206	11,379
Cawnpore ...	37	21	...	968	968	543	...	18	1,594	...	978	2,572
Fatehpur ...	...	...	...	...	...	...	...	...	...	...	...	...
Allahabad ...	67	77	7	1,327	1,334	1,590	...	5	3,061	...	...	3,061
Jaunpur ...	40	39	6	1,100	1,106	1,070	...	5	1,468	...	...	1,468
Mirzapur ...	36	25	19	1,677	1,696	1,062	1	8	1,175	849	1,289	3,313
Total ...	180	162	32	5,072	5,104	4,265	1	36	7,298	849	2,267	10,414
Gorakhpur ...	93	88	388	3,371	3,759	3,155	23	239	4,109	...	120	4,229
Bastí ...	105	100	278	3,336	3,614	2,888	16	184	3 612	292	...	3,904
Azamgarh ...	63	67	33	2,078	2,111	1,756	2	24	2,342	621	1,546	4,509
Benares	33	23	37	1,111	1,148	761	1	40	1,313	...	...	1,313
Gházipur... ...	86	83	27	3,249	3,276	2,733	...	108	3,377	...	...	3,377
Ballia	43	35	46	2,096	2,142	1,850	3	54	1,347	83	72	1,502
Total ...	423	396	809	15,241	16,050	13,143	45	649	16,100	996	1,738	18,834
Bareilly	24	23	2	589	591	419	...	10	802	...	...	802
Bijnor	94	85	18	2,706	2,724	2,541	...	15	2,255	...	70	2,325
Budaun	4	4	9	79	88	65	...	7	108	...	...	108
Moradabad ...	8	8	11	142	153	190	...	2	265	...	...	265
Sháhjahánpur ...	8	7	4	245	249	179	..	7	378	...	...	378
Pilibhit	12	14	18	316	334	350	1	17	484	...	...	484
Total ...	150	141	62	4,077	4,139	3,744	1	58	4,292	...	70	4,362
Dehra Dún ...	8	5	7	199	206	160	...	2	300	...	876	1,176
Saháranpur ...	37	38	4	1,068	1,072	1,123	3	12	2 404	...	2,172	4,576
Muzaffarnagar ...	57	60	77	1,609	1,686	1,711	5	29	1,912	...		1,912
Meerut	90	96	71	2,071	2,142	2,053	2	178	2,648	...	5.249	7,897
Bulandshahr ...	65	56	118	1,685	1.803	1,398	6	70	2,151	...	516	2,667
Aligarh	63	49	48	1,656	1,704	1,199	...	49	1,655	...	...	1,655
Total ...	320	304	325	8,288	8,613	7,644	16	340	11,070	...	8,813	19,883
Naini Tál ...	3	1	...	41	41	11	...	...	65	...	...	65
Garhwál	17	9	23	292	315	243	...	8	475	853	...	1,328
Almora	33	30	39	1,065	1,104	1,015	9	49	1,852	119	3,006	4,977
Total ...	53	40	62	1,398	1,460	1,269	9	57	2,392	972	3,006	6,370
GRAND TOTAL ...	1,655	1,483	1,703	48,062	49,765	42,042	88	1,463	59,618	6,016	21,208	86,842

77. *Aided primary schools.*—The number of aided schools has increased from 1,483 to 1,655. To this extension of the system all divisions have contributed. In some districts there has been retrogression, *viz.*, in Mainpuri, Hamírpur, Hardoi, Allahabad, Azamgarh, Pilibhít, Saháranpur, Muzaffarnagar and Meerut. The enrolment has increased from 42,042 to 49,765, the gain being 7,723.

The expenditure from public funds is Rs. 3,069 more than in the previous year. The fee-income is larger by nearly Rs. 2,000; and the expenditure from private sources by Rs. 3,722; making a total increase of Rs. 8,675.

The cost per scholar is about Re. 1-12-0 per annum, of which Re. 1-3-0 falls on public funds.

The condition of these schools was fully described and discussed in my last two annual reports. There is not much that is novel to add. In some districts the schools are found to be eminently satisfactory, and in others altogether the reverse. Care in the admission of schools to the grant-in-aid list; more frequent inspections; the employment of good teachers; the nomination of the teachers themselves, when competent, to be managers of their own schools; these appear to be the conditions most conducive to success.

In more than one large and important district it is a matter of experience that interest in the schools soon dies out, especially after the sons of leading zamíndárs and patwáris have passed out of them. In numerous instances schools have had to be closed on this account, or because the managers, who have been appointed as a mere matter of form, either appropriate the grant to their own use, or contribute nothing to supplement it. Another defect is the widespread engagement of poor dependents of the managers as teachers, when they know next to nothing and can teach less. This defect should be overcome by the recent orders of Government that the teachers of these schools must in future be qualified to teach up to the standard adopted in their schools. The third general defect is the want of inspection and supervision, which it is impossible to give without some addition to the inspecting staff. Some schools have been struck off the list because it was discovered that they had been closed for months together.

From Allahabad it is reported that the rush for grants which there was at the outset has subsided, and the managers have become indifferent. The Commissioner remarks that this is very unsatisfactory; he supposes that the managers at first fancied they were going to get grants without any supervision whatever. A scheme carried out on those lines would of course be popular.

In Agra, out of Rs. 1,500 allotted for the encouragement of these schools, only Rs. 922 was spent, the balance lapsing for want of any applications. In this district with a gain of 2 in the number of schools there has been a loss of 150 scholars.

In Sultánpur the policy is not regarded with much favour by the people, and the numbers for the last two years have declined. In some districts a portion of the grant is spent on girls' schools.

The example of Government has been followed, though not with striking munificence, by a few influential persons. For instance the Maharani of Dumraon (Gházipur) gave Rs. 100 for opening primary aided schools in her estate villages in 1897-98; but the contribution was not received during the year under report. Babu Gauri Shankar's estate in the same district contributed Rs. 156 for the same purpose in the villages of the estate, and promises the same amount for future years.

(3).—Unaided primary and indigenous schools.

Kind of school.	Number of schools on 31st March.		Number of scholars on 31st March 1899.				Number of scholars on 31st March 1898.			
	1899.	1898.	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.
Unaided Primary ...	20	25	529	100	32	661	397	82	50	529
Arabic or Persian ...	821	900	2,501	8,073	46	10,620	3,155	8,193	38	11,386
Sanskrit ...	323	303	5,249	15	...	5,264	4,695	2	...	4,697
Other Oriental classic.	15	43	200	75	3	278	834	468	60	1,362
Elementary institutions teaching Vernacular only or mainly.	3,564	3,431	34,873	10,663	1,430	46,966	33,214	10,732	1,732	45,678
Elementary institutions teaching the Koran.	1,300	1,325	46	13,495	...	13,541	1	13,298	...	13,299
Total ...	6,043	6,027	43,398	32,421	1,511	77,330	42,296	32,775	1,880	76,951

78. *Unaided and indigenous schools.*—Unaided primary and indigenous schools also contribute some share to the general increase recorded for the year. The various oriental classical schools exhibit a decline, but there is a growth in primary and other elementary institutions and in the Koran rote schools. Altogether there is shown a gain of 379 scholars.

The character of the schools included in this list has been described in previous reports.

CHAPTER VII.—TRAINING SCHOOLS FOR TEACHERS.

SECTION A.—*The Anglo-Vernacular Training College.*

				Government.	
				1899.	1898.
	Number of Colleges.		... ...	1	1
Number of scholars on March 31st.	Government stipendiaries ...	Junior	... ...	10	8
		Senior	... ...	5	12
	Non-stipendiary students ...	Junior	... ...	3	1
		Senior	... ...	1	...
		Total	...	19	21
				Rs.	Rs.
Expenditure.	On establishment and contingencies...	From Local Funds	...	3,196	3,299
	On stipends	From Local Funds	...	1,304	1,765
		Total	...	4,500	5,064
Results of Examination.	Number of candidates ...	... ...	...	19	21
	Number passed in Senior class	...	... ...	6	11
	Ditto Junior class	...	... ...	11	8
		Total passed	...	17	19

79. *The Training College, Lucknow.*—During the year 23 students joined this institution; one obtained an appointment; one was dismissed at the request of Mr. Birkett, who was in charge of him, for deception and lying; and two others left of their own accord. Of the 19 that remained, 17 were Hindus, and 2 Christians.

The reasons given to account for the small number of men who seek training are :—

1. That students are not prepared to pass the test in both Urdu and Hindi before being admitted.

2. That teachers who give the best years of their life to the work of teaching are not entitled to pensions.

3. That Government posts are not available for all who obtain certificates.

More than 50 applications have been received for admission to the college at the commencement of the new session, and it thus appears that the institution is growing in favour. The number and value of the stipends have been increased; but this change could not have affected the number of applicants for admission this year, because the Government orders on the subject are of later date than the applications. The increased popularity is probably the result of the promotion that has been rapidly given to certificated teachers when they have shown themselves worthy of it.

The decrease in expenditure is due to the diminished number of stipendiaries during the year, and to some saving on contingencies. There was one non-stipendiary in the senior class, and three in the junior. Two of these four students were deputed by the Church Missionary Society, and two by the Jubilee High School, Lucknow. Four of the five senior students, and ten of the eleven juniors passed the certificate examination. Two other senior students and one junior student passed under the rule which permits teachers with three years' service to appear at the examination without attending the Training College.

The Inspector's report states that experience has already led to improvement in the course of training, and he is inclined to believe that this year's students will prove to be on the whole better practical teachers than those trained in the two previous years.

Sixty criticism lessons have been given by the students to classes from the preparatory to the middle section of the Model School on grammar, geography, history, object lessons and science. Every one of these lessons was witnessed and criticised by the other students and by Mr. Kempster. The work done has

been more useful than in previous years, owing to the fact that the model school classes were larger. For 12 weeks during the session the students were sent in batches of eight to take up the whole work of certain classes; and, if this is done under competent supervision and criticism, it is obvious that the training imparted must be of considerable value. The lessons given were fully prepared, and notes were drawn up; and at the end of each week a report was sent up by the headmaster of the Model School and his trained assistants on the work of each student, whose work was also tested by the headmaster of the Normal School. The Principal states that hard work, the desire to come up to the high standard exacted, and the hours spent in preparation and practice before the work of each week commenced gave him the keenest satisfaction, and he specially commends the headmasters of the Normal and Model Schools for the assistance they have given.

There has been marked progress in regard to drill and gymnastics. Every student has gone through the course; and, to begin with, Mr. Kempster taught them himself, in order to get over their distaste for it, and to kindle in its stead some enthusiasm. He then handed the work over to the drill master, who has admirably seconded his efforts. Mr. Kempster says, "It is hardly possible to believe that the smart, active young men I now examine from time to time are the men who, when they first presented themselves for training, objected very much to the drill master as a teacher of drill because he did not speak grammatically." Mr. Crosse remarks on this point: "The amount of earnestness and energy Mr. Kempster must have put into his work to overcome the wish to avoid doing exercises which the students at first regarded as beneath their dignity can be more readily imagined than described, and it speaks well for his self-denial that he has been ready day after day to stay after his lectures to try and put manliness and energy into his students. I know few Englishmen in this country who would be willing single-handed to do all this extra work in addition to their regular duties."

The Boarding-house was well managed. Several of the students being married and resident in Lucknow, were permitted to reside at their own homes, and two lived in the Church Mission School Hostel. There was one serious case of sickness among the boarders, and the student had to be sent to his home, but eventually returned quite recovered. The gates of the boarding-house are closed at 9 o'clock in the evening, and all are expected to be in by that hour unless granted leave. The Principal does not report favourably of the conduct of the students during the year. There were 10 students from Benares who under some ring-leader caused a great deal of trouble. A week's leave was granted during the Durga Puja holidays; but these students deliberately agreed among themselves that they would take a longer holiday, whether permitted or not, and also that they would leave the college in a body if the Principal punished them. The same men also set themselves to annoy Lala Piyare Lal, the headmaster of the Normal School, who has assisted Mr. Kempster in the training college work. This gave rise to serious difficulties. Behaviour of this kind was not allowed to pass without reprimand and punishment; and the students gave their word not to offend again, and apparently kept it. None the less the occurrences are much to be regretted. They indicate the need of a discipline more suited to school children than to graduates and under-graduates attending a training college.

All certificated teachers obtain appointments without much delay. Masters of Arts may look for appointments on at least Rs. 50 per mensem to begin with; Bachelors are appointed on an initial pay of not less than Rs. 40 per mensem; certificated teachers who have passed the Intermediate examination may expect Rs. 30 per mensem on first appointment; those who have passed no higher University examination than the Entrance generally begin on Rs. 20 per mensem. Graduates are noted for speedy promotion unless their work falls short of what ought to be expected of them. Thus the interests of trained men are duly furthered at the commencement of their career. Their further progress must depend on the use they make of their training in their every-day work.

Of Mr. Kempster's work, Mr. Crosse, Inspector of Schools, Oudh Circle, speaks in the very highest terms. No one could show a keener interest or greater enthusiasm in his work. What he has lacked hitherto is a staff of assistants; and with the increased number of students this has now been sanctioned by the Government.

SECTION B.—*Normal schools for male Teachers.*

			Government.	
			1899.	1898.
	Number of Schools		3	3
Number of scholars on 31st March.	Government stipendiaries	1st year	167	156
		2nd „	153	156
	Other stipendiary students	1st „	2	1
		2nd „	1	...
		Total ...	323	313
	Teachers attending Normal class		189	197
	Others		134	116
Expenditure.	On establishment and contingencies ...	From Local Funds	18,804	20,386
		From other sources... ...	358	417
		Total ...	19,162	20,803
	On stipends	From Local Funds	22,083	21,631
		From other sources... ...	198	79
		Total ...	22,281	21,710
		GRAND TOTAL ...	41,443	42,513
Results of examination.	Number of candidates		154	155
	Number passed in Division I		93	78
	Ditto II		35	18
		Total passed ...	128	96

80. *Normal Schools.*—There were still only three normal schools for the five circles during the year under report; but since the close of the year a fourth institution on the same lines has been opened at Moradabad in the Fourth Circle. The number of pupils shows an increase of 10, and the number of non-stipendiary students has risen from 1 to 3. One senior student was drowned in the Ganges, and two others died. One ran away and joined the police, from which he was subsequently dismissed; the amount which he had received as stipend was recovered from him by way of deterring others from acting in a similar manner. The majority of the pupils continues to consist of teachers specially deputed to undergo a course of training.

The expenditure on the staff shows some saving, but the larger number of pupils has resulted in a larger expenditure on stipends. There is a small endowment at Agra from which supplementary scholarships are given with the object of drawing in some of the most successful scholars at the vernacular middle examination.

The success at the certificate examination is better than in former years.

But for some disagreement among the masters at Lucknow, the work of these schools has been eminently satisfactory.

CHAPTER VIII.—PROFESSIONAL AND TECHNICAL EDUCATION.

SECTION A.—*Law classes.*

Institution.	Number on the rolls on 31st March.	Number of candidates for examination.	Examination in which they passed.				Expenditure.			
			Bachelor of laws.	High Court vakil.	Pleadership.	Total.	Public funds.	Fees.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Muir College	79	108	20	7	4	31	1,258	3,842	...	5,100
Canning College ...	57	112	14	5	13	32	...	3,421	1,379	4,800
Queen's College	12	47	4	3	3	10	2,322	638	...	2,960
Aligarh M. A.-O. College ...	33	35	5	5	5	15	...	970	890	1,860
Agra College	41	57	13	2	2	17	...	1,192	1,208	2,400
Bareilly College	19	16	2	...	...	2	...	535	210	745
St. John's College ...	18	13	1	...	...	1	...	351	689	1,040
Meerut College	56	8	2	...	...	2	...	600	...	600
Christ Church College, Cawnpore.	57	...	...	...	...	...	...	853	...	853
Total, 1898-99 ...	372	396	61	22	27	110	3,580	12,402	4,376	20,358
„ 1897-98 ...	260	343	43	11	27	81	2,748	12,244	5,608	20,600

81. *Law classes.*—The statistics of the law classes are collected in the foregoing statement. A class has been opened during the year at Christ Church College, Cawnpore, and has an enrolment of 57 students. There has also been an increase from 32 to 56 at Meerut, from 65 to 79 at the Muir College, and from 22 to 33 at Aligarh. At Queen's College the numbers are still the lowest of all. The number of candidates for examination has increased, and also the number passed in all examinations except for the pleadership, where it is stationary.

The cost of legal education varies considerably; it is under Rs. 11 per student at Meerut, and at the other colleges it is greatest at Canning College, where it is over Rs. 84, with the exception of Queen's College, Benares, where it reaches nearly Rs. 250 per student. Public funds are expended, as a supplement to the amounts realised in fees, only at the two Government colleges. The cost to public funds at Muir College amounts to about Rs. 16 per student; at Queen's College to Rs. 193-8-0 annas.

The fee-income varies in accordance with the enrolment. Further details of the examinations are given in the following table:—

		1898-99.	1897-98.
Bachelor of Laws ...	Candidates	256	216
	Passes	61	43
High Court Vakils ...	Candidates	65	45
	Passes	22	11
Pleadership ...	Candidates	75	82
	Passes	27	27
Total ...	Candidates	396	343
	Passes	110	81

SECTION B.—*Medical Education.*

82. *Agra Medical School.*—There are two Departments in the Medical School at Agra; one for men and one for women. 195 men and 64 women were on the rolls of the school on 31st March 1899. There were 67 Native Christians, 140 Hindus, and 52 Muhammadans. The expenditure on the school during the year increased from Rs. 23,871 to Rs. 24,745. Besides this Rs. 12,823 were spent on scholarships. The annual expenditure per student has increased from Rs. 92 to Rs. 96.

SECTION C.—THOMASON CIVIL ENGINEERING COLLEGE, ROORKEE.

Statement showing number of college students, &c.

	Civil.		Military.		Total.	
	English.	Native.	English.	Native.	Of all.	In residence.
CIVIL ENGINEER CLASS.						
Second year students, old	5	13	...	...	18	18
Ditto new	4	8	...	...	12	12
First year, new	6	6[1]	...	...	12[2]	11
Candidates examined in June 1898	10	8	...	...	18	...
Ditto passed	7	2	...	...	9	...
Ditto admitted, privileged	5	2	...	...	7	...
Ditto ditto unprivileged	1	3	...	...	4	...
ELECTRICAL ENGINEER CLASS.						
Second year students	...	1	...	...	1	1
UPPER SUBORDINATE CLASS.						
Apprentices on works	4	5	6	...	15	...
Second year students	7	12	12	...	31[3]	29
First ditto	10	14	12	...	36	36
Candidates examined in June 1898	17	67	16	...	100	...
Ditto passed	12	32	16	...	60	...
Ditto admitted, privileged	9	6	12	...	27	...
Ditto do. unprivileged	1	8	...	...	9	...
LOWER SUBORDINATE CLASS.						
Second year students ... privileged ...	...	35	...	...	35	35
Second year students ... unprivileged ...	...	12	...	...	12	12
First Ditto privileged ...	...	40	...	...	40	39[4]
First Ditto unprivileged ...	...	20	...	...	20	20
Candidates examined in June 1898 ...	...	173	...	...	173	...
Ditto passed	...	114	...	...	114	...
Ditto admitted, privileged	...	40	...	...	40	...
Ditto do. unprivileged	...	20	...	...	20	...
DRAFTSMAN AND COMPUTER CLASS.						
Second year students, privileged	...	4	...	...	4	4
MECHANICAL APPRENTICE CLASS.						
Third year students	...	4	...	...	4	4
Second ditto	...	8	...	...	8	8
First ditto	...	9	...	...	9	9
INDUSTRIAL CLASS.						
Third year students—						
Section I printing trade	...	2	...	...	2	2
do. II photography and photograph Mechanical work.	...	3	...	...	3	3
do. III Art Handiwork	...	2	...	...	2	2
Second year students—						
Section I printing trade	...	2	...	...	2	2
Do. II photography and photo-Mechanical work.	...	3	...	...	3	3
Do. III Art Handiwork	...	6	...	...	6	4[5]
First year students—						
Section I printing trade	...	5	...	...	5	5
Do. II photography and photo-Mechanical work.	...	3	...	...	3	3
Do. III Art Handiwork	...	6	...	...	6[6]	4
MILITARY SURVEY CLASS.						
Students	...	...	8	10	18	18
JUNIOR CIVILIAN SURVEY CLASS ...	...	...	...	...	...	...
Total ...	98	698	82	10	888	284

[1] Includes one privileged student nominated by Sibpur College for Telegraph appointment.
[2] One resigned. [3] Two resigned. [4] One resigned. [5] Two removed. [6] Two removed.

83. At the close of the official year there were *sixty-two* unprivileged students at the college paying special tuition fees, *viz.*, *fourteen* Engineer Class paying Rs. 40 monthly, *sixteen* Upper Subordinates paying Rs. 20, and *thirty-two* Lower Subordinates paying Rs. 10 each, making a monthly income of Rs. 1,200 from this source alone.

Mechanical Apprentice Class.—The course comprises matter sufficient for shop foreman's average work, including Experimental Science qualifying for a proper comprehension of simple steam and electrical machinery. The apprentices now being trained have not sufficient preliminary education to fully benefit by the training offered to them.

Industrial Classes.—There are *twenty-eight* apprentices in these classes against a sanction for *fifty-four*. It would, however, hardly be possible to accommodate the whole number until the buildings and quarters are remodelled. Moreover the selection of candidates suitable for these classes is a matter of great importance and some difficulty; men without special natural qualifications cannot hope for success in the future in such Technical work as Photo-Mechanical illustration or the proper supervision of modern printing processes; and a good knowledge of English is not only a necessity for the very work itself of a printing office, but is required by the candidates in order that they may, by reading, keep themselves up to date in processes which are being developed day by day at home, and which they themselves have many opportunities of improving in detail to meet the effects caused by the varying nature of the Indian climate. These remarks apply particularly to Sections I and II, both of which have made satisfactory progress.

Section III.—The Art Handiwork Class has not so far satisfied first expectations, notwithstanding the efforts made by a most intelligent and painstaking Instructor. The Principal is of opinion that to obtain success it will be necessary to select candidates with hereditary talent for art, and to give them a long previous training in Local Industrial Schools, so that when they come to Roorkee they will only require really high class instruction.

Apprentice Overseers.—The *fifteen* men who qualified at the Final Examination in March 1898, all passed successfully through their practical training, and were posted as follows:—

Administration.	Military, 1st grade.	Civil, 2nd grade.	Native, 3rd grade.	Total.
Military Works	5	...	...	5
North-Western Provinces and Oudh	1	1	2	4
Punjab	...	...	2	2
Central Provinces	...	1	1	2
State Railways	...	1	...	1
Thomason College	...	1	...	1
Total ...	6	4	5	15

The Military Works Department asked for another 1st grade man, but could not be supplied, as one man was required by the North-Western Provinces and Oudh Government, and one man was retained at the College as Assistant Master, Upper Subordinate Class.

Photography and Ferrotype.—Six Engineer Class Students of the class passing out in March, and Sergeant Ricketts, Officiating Assistant Master, were instructed in photography.

All students are thoroughly trained in the Ferrotype processes of copying maps and plans. To meet the large increase in number of students it was found necessary to re-organize the arrangements for instruction, and provide an additional supply of frames, dishes, and other plant. The Department is now fully equipped for the present strength of classes.

College Excursions.—The Engineer Class, second year, visited the head-works of the Ganges Canal, the Hardwar-Dehra Railway works, and the repairs to the Narora Weir at the head of the Lower Ganges Canal. It has always been difficult to manage trips for students away from railway lines; to obviate this, as far as regards the important and interesting works on the Ganges Canal, a tour boat, capable of taking 20 students and their baggage at a time, was built this year.

Course of Study.—The course of study laid down in the re-organization has been adhered to for the three year students, and all other classes except the last Engineer Class, which passed out in March, after two years at the college. The workshop training was necessarily omitted.

The study of accounts was introduced for the first time to all the classes of the college from November 1898.

Four students of the Engineer Class failed to qualify at the Final Examination, first year, in July 1898, and *one* student resigned. *Two* students of the Upper Subordinate Class resigned during the year; *one* student of the Lower Subordinate Class, first year, resigned.

Three students of the Mechanical Apprentice Class failed at the Final Examination, second year, and *one* at that of the first year, and were removed; *one* student of the first year was absent without leave and was removed.

Two students of the Industrial Class, Section III, second year, were removed in July 1898, having failed to make sufficient progress, and *two* to the first year were removed as unlikely to benefit by the training.

One student, first year, Lower Subordinate Class, died in March 1898, of pneumonia.

The health of the students has continued satisfactory. Owing to the great increase in numbers of students the sanitary accommodation requires enlargement—this is being attended to. Parts of the Subordinate Barracks have been remodelled on the recommendation of the Civil Surgeon.

The following statement gives the religious denominations of the staff and students:—

Class.	Christian.	Hindus.	Muhammadans.	Total.
Staff	12	13	4	29
Students	62	171	50	283
Press	10	45	48	103
Total ...	84	229	102	415

The Chemical and Physical Laboratories are now practically complete, but the Lecture Hall requires fitting with raised seats to accommodate students; this work will be carried out by the College Workshops. The Chemical Laboratory is fitted with all requisites for 24 students working together, including apparatus. Water is laid on with drainage for waste products, and an exhaust worked by an Electric fan from eight fume chambers. The Chemical store is well supplied, and a proper record of consumption is kept up. A large still for water has been provided.

The Physical Laboratory is fairly well provided with apparatus.

The only apparatus available as yet for the Mechanical Laboratory is a brick and cement tester lent by the Irrigation Department: a complete metal-testing machine from Sir William Armstrong and Co. has, however, been indented for, and will, it is hoped, be installed by this time next year. A number of the instruments for the Electrical Laboratory have arrived, but cannot be set up until the new workshops are ready. A further supply of instruments and a very complete experimental motor Alternator Set have been indented for from Messrs. Crompton and Co.; when these are installed the Electrical Laboratory will be fitted to carry out all necessary tests.

Professor Sedgwick has carried out a number of Röntgen Radiographic observations of a very interesting nature; several military cases were examined by request of the Medical authorities. An illustration is given of the case of a needle found in a lady's foot which had previously been declared to be free from any foreign substance after careful medical examination.

The new Workshops are fast approaching completion, and most of the tools indented for this year have arrived and will be set up as soon as the roof is on. A supply of coal, coke and suitable stores from Railway surplus stock was laid in from savings on other heads of the Budget grant for the College, so that work can be started for instruction as soon as the shops are ready.

A great deal of useful work was done by the old workshop under Mr. Sparke's management in refitting the college, laboratories, &c.

The Surveying and Mathematical Instruments were kept in repair, and several new instruments constructed under the supervision of Professor Sedgwick.

Electric Lighting.—The Examination Hall and some other rooms have been wired for the Electric light, and are run on special occasions from the Press Oil Engine. The Electric light has also been freely used for lectures and lantern exhibitions by Professor Sedgwick, and the college workmen are rapidly acquiring experience in working it. An estimate is ready for submission providing for the lighting of the college and quarters at a cost for running expenses which appears likely not to exceed the amounts paid now by the staff and students for ordinary oil lights.

The water-works installation has been a marked success. The pump required some considerable repair after about a year's working, but is now in good order. It is worked by bullock-power—an engine would be more satisfactory.

Press.—The work of this Department has been carried on efficiently during the year. A series of drawings illustrating the antiquities in the Lalitpur district has been reproduced by photo-zincography, and the style of work executed will compare favourably with what is done elsewhere. The press has undertaken the whole of the map work of the Board of Revenue, North-Western Provinces and Oudh, and an extension of the press premises is necessary to provide for the drawing office and checking establishments.

SECTION D.—*Industrial Schools.*

Number and distribution of scholars, Industrial School, Lucknow.

		1898-99.	1897-98.
Number of scholars.	On rolls on March 31st	106	109
	Average monthly enrolment	106	143
	Average daily attendance	85	118
	Percentage of attendance	80	82
	Learning drawing	106	109
	„ carpentry	77	77
	„ iron work	29	32
	„ glass blowing	11	11
	„ clay modelling	23	...
	„ Dyeing	19	...
	Number of scholarship-holders	29	23
Expenditure.	Establishment and contingencies	7,082	6,747
	Scholarships	545	562
	Total	7,627	7,309
Expenditure.	Provincial Revenues	6,883	6,411
	Fees	617	673
	Other sources	127	225
	Total	7,627	7,309

84. *Industrial School, Lucknow.*—There has again been a heavy fall in the average monthly enrolment of the Industrial School, Lucknow. There would have been a corresponding decline in the numbers on the 31st March, but for the fact that March is now the first instead of being, as it was in previous years, the last month of the school year; hence new admissions had just been made. Of the 106 boys on the rolls on the 31st March, 54 were Hindus and 52 Muhammadans.

The distribution of boys among the several classes was as follows:—

6th year class	3
5th „	11
4th „	7
3rd „	22
2nd „	20
1st „	43

The small numbers in the higher classes is noticeable; but the school is in an unsettled condition, and conclusions must hence be drawn with caution from the figures of this year.

Of the 106 boys on the rolls as many as 43 were sons or relatives of clerks, 12 were relatives of railway artisans, 5 were from the families of other workmen, 5 were sons of shop-keepers, 4 were sons of sepoys and the same number were sons of pensioners; 4 are also returned as sons of photographers; 3 are sons of drivers, and there were 3 sons of land-owners. Various other callings are represented by 2 or 1 son.

Of the 100 free studentships only 16 were taken up. The suggestion was made last year that small stipends should be attached to the free studentships in order to make it practicable for the sons of poor artisans to accept them in greater numbers.

At the end of the session 22 out of the 36 sanctioned scholarships were being utilized. But in March, after the commencement of the new school-year, 29 had been taken up. Deductions made by way of fines for absence without leave account for part of the short expenditure under this head.

The increase in the total expenditure on staff and contingencies is accounted for by the addition of two new industries, *viz.*, clay-modelling and dyeing. The incidence of cost per boy rose from Rs. 47·2 to Rs. 66·8, due in the main to the fall in numbers. The same cause affected the fee-income adversely. The curriculum of the school is under revision in accordance with recent orders of Government.

The absence of boarding accommodation keeps away from the school the sons of people not resident in Lucknow, many of whom have expressed their regret at being for this reason unable to send their sons to the school. A past student of the school has found employment as a draughtsman in the Public Works Department on Rs. 30 per mensem; and another as carriage examiner on Rs. 25 on the Indian Midland Railway. A post of drawing master on Rs. 25 was offered to a senior student, but was declined as he wished to pass the school examination first. Only two students could be sent to the Mechanical apprentice class at Roorkee, against the nine wanted; and no boy offered himself for the Art Handiwork class.

At the annual examination 61 per cent. of the boys satisfied the examiners; this is the best result on record.

The school was removed to the new building on the 20th November last. The open worksheds need some protection from the west wind which blows into them from February to July, and spoils some of the work.

Mr. Cardew, Loco. and Carriage Superintendent, Oudh and Rohilkhand Railway, visited the school during the year, and recorded his opinion in the inspection book that everything was going on satisfactorily and that the boys were being taught well, and "every thing is kept very orderly and the system is good."

85. *Other Industrial schools.*—There is no other industrial school for boys in which there is given any systematic training in manual work, except a little at Gorakhpur under the management of the Church Missionary Society. There is an orphanage at Cawnpore, at which boys receive a vernacular education in the evening and attend the Army boot factory or the Victoria mills by day. Industrial work in the form of needle work is taught to girls at Gorakhpnr and at the Mission school, Sigra, Benares.

SECTION E.—*Agricultural School, Cawnpore.*

86. *Abstract of report.*—There were 31 students in the school, 17 in the second-year class and 14 in the first-year class. The following two tables show the examinations they had passed previous to their admission into this school, and the caste they belong to :—

	Second year class.	*First year class.*
Entrance and School Final	14	14
Middle English	3	...
Total ...	17	14
Muhammadans	3	5
Bania	1	...
Brahmans	5	4
Kayasthas	7	4
Kurmi	1	...
Rajput	...	1
Total ...	17	14

Out of the three Middle English candidates two were failures of the previous year, and the third, who was in the "Agricultural teachership" section, had been sent for training by the Punjab Educational Department, with a view to his subsequent employment as an agricultural teacher in Normal Schools of that province.

All the other students of both classes are for Kanungoship. Mr. Subbiah, the Principal, writes:—

"So long as there is no opening in the Educational department for agricultural teachers, and so long as the land-owners big and small, do not see the advantages of an agricultural training for their sons, the two sections that have been specially opened for them by Government must remain a dead letter."

The majority of students of both the classes belong to more or less well-to-do families of good social status and with landed connections.

As regards expenditure, scholarships, &c., the accompanying statement gives the requisite information.

It will be noticed that the expenditure has increased by Rs. 534 on account of establishment charges and contingencies.

			1899.	1898.
	Total on rolls on March 31st		31	32
	Average daily attendance		28	22
	Number of scholarship holders		8	8
Expenditure ...	Establishment and Contingencies		5,389	4,865
	Scholarships		440	430
	Total ...		5,829	5,295
Expenditure met from...	Provincial Revenues		2,915	2,648
	Other sources		2,914	2,647
	Total ...		5,829	5,295
Results of School Final examination.	(1) Elementary Physics and Chemistry.	Number of candidates ...	10	13
		Number passed ...	9(a)	13
	(2) Agriculture and Surveying.	Number of candidates ...	10	13
		Number passed ...	9(a)	10

(a) The failure passed in both the individual opitional subjects, but failed to secure the requisite minimum in "aggregate marks."

As has been permanently decided for the practical training of students in survey, the first year class was deputed to the survey party at Farukhabad for a period of about three months from the middle of November to the middle of February.

The syllabus of the school is being remodelled so as to remove some defects that have become apparent.

There has been no change in the areas of plots cultivated by the students and the crops grown by them. But in the success of the work in this direction there has been a regrettable falling off. The decision of the Department of Agriculture to discontinue lending to the school its cattle and implements, except when it has no need for them, has practically deprived the students of them altogether. With native ploughs and hired cattle, it is unfair to expect such good results in plot cultivation as formerly. Besides cultivation under these conditions being more arduous and less productive has naturally declined in popularity. It is important too that the students should have the use of improved implements, if their practical training to be any substantial advance on present methods. It is this more than the Principal's absence on sick leave that has led to a diminished interest in plot cultivation.

The riding club may now be taken to have pretty firmly rooted itself and become a permanent auxiliary institution at the school.

The want of more boarding accommodation, reported on in previous years as being keenly felt, is not yet removed; but it is hoped that effect will soon be given to the administrative sanction accorded by Government about a year ago to the extension of the Boarding house. When this is done, not only can the kitchen houses and out-houses at present being used as boarders' quarters be devoted to their legitimate use, but the one real obstacle in the way of getting into the school minors of the Court of Wards, for the purpose of completing their general education by a course in agriculture, will be removed.

CHAPTER IX.—FEMALE EDUCATION—NATIVE.

SECTION A.—*General.*

Division.	Year.	Number of schools.	Number of scholars				Expenditure.			
			In College classes.	In Secondary stage.	In Primary stage.	Total.	Public Funds.	Municipal Funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Agra ...	1898-99	43	...	10	1,298	1,308	6,950	252	18,292	25,494
	1897-98	38	...	19	1,182	1,201	6,721	205	17,461	24,387
Bundelkhand ...	1898-99	4	...	...	108	108	234	120	908	1,262
	1897-98	4	...	...	116	116	196	120	...	316
Lucknow ...	1898-99	51	21	88	1,801	1,910	8,180	3,801	19,667	31,648
	1897-98	51	13	72	1,830	1,915	8,312	3,684	17,040	29,036
Fyzabad ...	1898-99	20	...	16	649	665	3,187	440	6,801	10,428
	1897-98	19	...	29	604	633	2,754	254	7,222	10,230
Allahabad ...	1898-99	24	...	35	1,037	1,072	5,777	718	24,040	30,535
	1897-98	24	...	25	1,035	1,060	5,589	666	24,747	31,002
Benares ...	1898-99	56	...	19	2,749	2,768	8,610	267	14,475	23,352
	1897-98	33	...	16	1,980	1,996	7,900	589	11,084	19,573
Rohilkhand ...	1898-99	87	...	57	2,846	2,903	10,087	618	19,078	29,783
	1897-98	88	...	43	3,020	3,063	10,553	480	25,511	36,544
Meerut ...	1898-99	30	...	26	1,496	1,522	4,978	876	24,627	30,481
	1897-98	34	...	28	1,473	1,501	4,757	521	22,184	27,462
Kumaun ...	1898-99	5	...	16	290	306	1,191	48	4,164	5,403
	1897-98	7	...	13	364	377	1,236	48	5,142	6,426
Total ...	1898-99	329	21	267	12,274	12,562	49,194	7,140	1,32,052	1,88,386
	1897-98	298	13	245	11,604	11,862	48,018	6,567	1,30,391	1,84,976

87. *Statistics.*—The number of schools for girls has increased from 298 to 329. Kumaun is the only Division where a smaller number is returned than last year. Increased accommodation is most marked in the Benares Division, where the number of schools has advanced from 33 to 56; most of this may be traced to the Gházipur district. Agra and Meerut have also made progress. The number of girls in college classes at the Woman's College, Lucknow, has risen, and there is also a gain in both the primary and the secondary stage of school education. There are 700 more girls under instruction than in the preceding year. Female education has spread appreciably in the Benares Division, and to a less extent in Agra. It has receded most in Rohilkhand and Kumaun. The expenditure has increased by Rs. 1,176 from public funds, by Rs. 573 on account of fees received, and by Rs. 1,661 from other sources, making a total increase of Rs. 3,410. Benares leads the way with an increase of Rs. 3,779, mainly from private sources. In Rohilkhand the expenditure is less than it was in the previous year by Rs. 6,761, the saving occurring almost entirely in contributions from private sources. On an average it costs in round numbers Rs. 15 per annum to educate a girl.

There are many aided and unaided schools for girls.

In addition to the pupils of girls' schools, a fair number of girls now attend boys' schools until they are eight years of age. The prejudice against this experiment shows signs of yielding, as the following indications testify :—

Agra—In this district there are 13 girls in boys' schools, against eight last year.

Etáwah.—Returns 186 instead of 2, a very creditable commencement; and a further development in this direction is anticipated.

Etah—Has 40 girls in boys' schools, chiefly Thákurs and Bráhmans.

Jalaun—Two teachers set an example by entering their own girls in their schools. There are 17 girls now enrolled, including daughters of leading Thákurs belonging to a branch of the family of the Rája of Rampura. There were only four last year.

Hamírpur—The number of girls in attendance at boys' schools rose from 3 to 10.

Farukhabad.—The admission of 237 girls into boys' schools within only three or four months is recorded as very satisfactory.

Sítapur.—Ten schools have been opened to girls. The number of girls attending them has increased from 94 to 255; in one school alone there were 30 or 40 girls. Everything has worked satisfactorily, and no complaint has been heard.

Sultánpur.—The experiment has been made at one school, in which six girls have been admitted.

Unao.—One school has been thrown open to girls, of whom there are 11 on the rolls, mostly Bráhmans. The Chairman writes that everyone in the neighbourhood seems satisfied with the arrangement.

Fatehpur.—Returns 18 girls as being educated with the boys in primary schools.

Cawnpore.—One hundred and thirty-three girls have joined, and this may be regarded as a good beginning. At first almost all the members of the Board were opposed to the scheme, as a dangerous experiment.

Gorakhpur.—Seventeen girls in boys' schools under district management, but in addition a mixed school has been placed on the grant-in-aid list.

In Bareilly the members of the Local Boards are opposed to the policy, and do nothing to further the spread of female education. The same feeling prevails in Rae Bareli, where the opinion is professed that it is absurd to expect any except the lowest castes to send their girls to primary schools, and that no native gentlemen will countenance the movement; from which it appears that they are apt to judge others by themselves. In Gházipur there is a spontaneous desire to obtain facilities for female education.

SECTION B.—*Anglo-Vernacular Schools for Girls.*

88. *Statistics of Anglo-Vernacular Schools for Girls.*—These institutions are none of them maintained by Government, they are either aided or unaided. The number of secondary schools has declined by three, that of primary schools has increased by four. There is a small increase in the total number of scholars, and of those in every stage except the primary. Numerically the condition of these schools may be regarded as stationary.

Class of institution.	Year.	Number of schools.	Number of scholars.					Expenditure.				
			In College classes.	In High stage.	In Middle stage.	In Primary stage.	Total.	Public Funds.	Municipal Funds.	Fees.	Other sources.	Total.
								Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	1898-99	1	21	...	...	...	21	...	...	480	5,820	6,300
	1897-98	1	13	...	...	...	13	...	...	423	3,480	3,903
Secondary Schools ...	1898-99	18	...	31	203	1,495	1,729	13,984	103	7,865	69,446	91,398
	1897-98	21	...	27	190	1,912	2,129	15,363	60	8,625	73,175	97,223
Primary Schools ...	1898-99	11	...	...	...	913	913	5,378	630	398	15,028	21,434
	1897-98	7	...	...	...	508	508	4,266	462	364	11,426	16,518
Total ...	1898-99	30	21	31	203	2,408	2,663	19,362	733	8,743	90,294	1,19,132
	1897-98	29	13	27	190	2,420	2,650	19,629	522	9,412	88,081	1,17,644

The changes in expenditure call for no comment.

89. *Middle English Examination.*—The Middle English Examination results are more satisfactory than last year. With only 54 candidates in place of 61, the

Name of school.	Number of candidates.	Passed in Division.			
		I.	II.	III.	Total.
Jamna Mission Girls' School, Allahabad	5	...	3	...	3
Lál Bágh Girls' High School, Lucknow	9	...	7	...	7
Girls' Boarding School, Moradabad	7	...	5	...	5
Girls' Orphanage, Bareilly	5	...	1	1	2
Girls' High School, Dehra Dún	4	1	2	...	3
Christian Girls' Boarding School, Gonda	3	...	3	...	3
Wesleyan Girls' School, Fyzabad	4	...	4	...	4
Girls' Boarding School, Sitapur	8	...	6	...	6
Ditto ditto Cawnpore	2	...	2	...	2
Sigra Girls' Normal School, Benares	4	...	...	...	...
Girls' High School, Almora	3	...	1	1	2
Total ...	54	1	34	2	37

number of passes rose from 26 to 37. One girl from the Girls' High School, Dehra Dún, was placed in the First Division. Among the above schools the only one not under missionary management is the Bareilly Orphanage.

SECTION C.—*Middle Vernacular Schools for Girls.*

Number of schools.	Number of scholars.			Vernacular Middle Examination.	
	Middle stage.	Primary stage.	Total.	Number of—	
				Candidates.	Passed.
1898-99—two	33	29	62	8	7
1897-98—two	28	28	56	8	6

90. *Middle Vernacular Schools.*—The figures for these schools are very meagre. The two schools are, one in the city of Lucknow and the other at Gola in the Gorakhpur district. These are not missionary schools.

SECTION D.—*Primary Vernacular Schools for Girls.*

(*a*) *Schools under public management.*

Division.	Year.	Number of schools.	On rolls on 31st March.			Expenditure.			Incidence.
			Upper Primary.	Lower Primary.	Total.	Public Funds.	Fees and other sources.	Total.	
						Rs.	Rs.	Rs.	
Agra	1898-99 ...	24	23	510	533	2,053	...	2,053	3·9
	1897-98 ...	20	24	393	417	1,922	9	1,931	4·6
Bundelkhand ...	1898-99 ...	2	4	34	38	186	...	186	4·9
	1897-98 ...	2	4	35	39	185	...	185	4·7
Lucknow	1898-99 ...	33	62	776	838	5,630	...	5,630	6·7
	1897-98 ...	32	75	756	831	5,405	...	5,405	6·5
Fyzabad	1898-99 ...	10	25	246	271	1,969	...	1,969	7·3
	1897-98 ...	10	20	260	280	1,615	...	1,615	5·8
Allahabad ...	1898-99 ...	12	12	227	239	1,320	...	1,320	5·5
	1897-98 ...	12	14	235	249	1,234	...	1,234	5·0
Benares	1898-99 ...	15	8	336	344	1,923	35	1,958	5·7
	1897-98 ...	12	11	274	285	1,428	...	1,428	5 0
Rohilkhand ...	1898-99 ...	36	64	1,012	1,076	4,181	...	4,181	3·9
	1897-98 ...	36	82	972	1,054	4,204	...	4,204	4·0
Meerut	1898-99 ...	13	15	332	347	1,511	...	1,511	4·4
	1897-98 ...	14	11	365	376	1,439	...	1,439	3·8
Kumaun	1898-99 ...	...	...	...	...	...	...	...	...
	1897-98 ...	...	...	...	...	...	...	...	...
Total ...	1898-99 ...	145	213	3,473	3,686	18,773	35	18,808	5·1
	1897-98 ...	138	241	3,290	3,531	17,432	9	17,441	4·9

91. *District Board Primary Schools.*—A small increase of seven schools and 155 girls is here to be recorded, with a somewhat larger growth in the expenditure.

(b) Aided Schools.

Division.	Year.	Number of schools.	Number of scholars.			Expenditure.				Incidence per scholar.
			Upper Primary.	Lower Primary.	Total.	From Public Funds.	From Municipal Funds.	Other sources.	Total.	
						Rs.	Rs.	Rs.	Rs.	Rs.
Agra ...	1898-99 ...	15	6	575	581	2,277	...	6,535	8,812	15·2
	1897-98 ...	14	5	548	553	2,256	...	5,777	8,033	14·5
Bundelkhand ...	1898-99 ...	1	...	19	19	48	...	...	48	2·5
	1897-98 ...	1	...	23	23	11	...	...	11	·5
Lucknow ...	1898-99 ...	13	88	592	680	2,820	...	4,195	7,015	10·3
	1897-98 ...	14	35	668	703	2,868	...	4,608	7,476	10·6
Fyzabad ...	1898-99 ...	8	...	251	251	543	50	1,484	2,077	8·3
	1897-98 ...	7	25	192	217	500	50	1,840	2,390	11·0
Allahabad ...	1898-99 ...	7	11	393	404	1,128	324	2,132	3,584	8·9
	1897-98 ...	7	12	373	385	1,128	324	2,106	3,558	9·2
Benares ...	1898-99 ...	37	195	1,912	2,107	4,603	...	4,560	9,163	4·3
	1897-98 ...	19	35	1,535	1,570	3,925	400	4,548	8,873	5·7
Rohilkhand ...	1898-99 ...	41	...	1,043	1,043	2,172	...	2,266	4,438	4·3
	1897-98 ...	46	116	1,118	1,234	2,412	...	4,483	6,895	5·6
Meerut ...	1898-99 ...	20	20	746	766	1,446	612	9,988	12,046	15·7
	1897-98 ...	13	25	628	653	1,416	304	6,525	8,245	12·6
Kumaun ...	1898-99 ...	3	...	123	123	96	48	1,042	1,186	9·6
	1897-98 ...	3	...	147	147	96	48	1,015	1,159	7·9
Total ...	1898-99 ...	145	320	5,654	5,974	15,133	1,034	32,202	48,369	8 1
	1897-98 ...	124	253	5,232	5,485	14,612	1,126	30,902	46,640	8·5

92. *Aided Primary Schools.*—Aided schools have met with greater encouragement, and their number is 145 as compared with 124 in the previous year. The greatest increase occurs in the Benares Division, in the Ghâzipur district. Meerut also contributes considerably to the result. In Rohilkhand there has been a falling off. The fluctuations in the enrolment follow those in the number of schools. The total gain in the number of scholars is 489, distributed between the two stages of primary instruction. Many more girls are educated in Aided than in Board Schools. The expenditure has risen by Rs. 1,729.

(c) Unaided Vernacular Schools for Girls.

93. *Unaided Schools.*—The following table shows an increase of two primary schools and 37 scholars attending them. Elementary vernacular schools have increased in number, with no corresponding increase in enrolment. Koran schools are more than last year, and have a larger attendance :—

Kind of institution.	1898-99.		1897-98.	
	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.
Unaided Primary Vernacular Schools	7	177	5	140
Sanskrit Schools	2	80	2	80
Elementary institutions teaching a vernacular only or mainly.	86	1,720	80	1,716
Elementary institutions teaching the Koran	91	713	70	459
Total ...	186	2,690	157	2,395

CHAPTER X.—EDUCATION OF SPECIAL CLASSES.

SECTION A.—EUROPEANS AND EURASIANS.

Number and distribution of schools and scholars.

			Boys.		Girls.		Total.	
			1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.
Number of schools.	Aided	Secondary	15	15	13	13	28	28
		Primary	6	6	8	8	14	14
		Total	21	21	21	21	42	42
	Unaided	Secondary	2	2	2	1	4	3
		Primary	...	...	3	2	3	2
		Total	2	2	5	3	7	5
Number of scholars.	Aided	Secondary	1,655	1,650	1,214	1,151	2,869	2,801
		Primary	206	248	280	282	486	530
		Total	1,861	1,898	1,494	1,433	3,355	3,331
	Unaided	Secondary	54	70	83	77	137	147
		Primary	33	25	36	30	69	55
		Total	87	95	119	107	206	202
Scholars in public schools.	High stage		148	178	92	68	240	246
	Middle stage		540	560	431	413	971	973
	Total, Secondary stage		688	738	523	481	1,211	1,219
	Upper Primary stage		557	574	468	443	1,025	1,017
	Lower Primary stage		703	681	622	616	1,325	1,297
	Total, Primary stage		1,260	1,255	1,090	1,059	2,350	2,314
	Total, Secondary and Primary stages		1,948	1,993	1,613	1,540	3,561	3,533

94. *Number of schools and scholars.*—The total number of aided schools remains the same as last year, but the Railway School at Aligarh is now an unaided school and its place has been taken by the Church of England Orphanage at Mussoorie. There is a slight increase in the number of unaided schools for girls from which returns have been received.

There has been a considerable falling off in the attendance at St. George's School, Mussoorie; but many of the other boys' schools show an increase in numbers, especially the Roman Catholic Schools at Agra and the Boys' Diocesan School, Naini Tál. The increase in the attendance at Girls' schools has occurred chiefly at the All Saints' School, Naini Tál. The small increase in the total numbers of scholars does not probably represent the true increase in the number of children at school, as several unaided schools have not sent in returns.

Statement of Expenditure.

		In Boys' Schools.		In Girls' Schools.		Total.	
		1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.
Establishment and Contingencies.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Aided Secondary schools...	Provincial Revenues...	42,834	50,138	39,496	40,944	82,330	91,082
	Municipal Funds ...	1,540	1,720	786	686	2,326	2,406
	Fees ...	64,754	65,328	65,010	55,357	1,29,764	1,20,685
	Other sources ...	41,559	53,954	39,653	59,287	81,212	1,13,241
	Total ...	1,50,687	1,71,140	1,44,945	1,56,274	2,95,632	3,27,414
Aided Primary schools ...	Provincial Revenues...	3,396	2,981	7,938	6,309	11,334	9,290
	Municipal Funds ...	240	290	498	558	738	848
	Fees ...	2,439	2,378	4,100	4,595	6,539	6,973
	Other sources ...	3,572	3,495	5,657	4,645	9,229	8,140
	Total ...	9,647	9,144	18,193	16,107	27,840	25,251
Total Aided schools ...	Provincial Revenues...	46,230	53,119	47,434	47,253	93,664	1,00,372
	Municipal Funds ...	1,780	2,010	1,284	1,244	3,064	3,254
	Fees ...	67,193	67,706	69,110	59,952	1,36,303	1,27,658
	Other sources ...	45,131	57,449	45,310	63,932	90,441	1,21,381
	Total ...	1,60,334	1,80,284	1,63,138	1,72,381	3,23,472	3,52,665
Unaided Secondary schools	Fees ...	6,750	7,207	23,990	...	30,740	7,207
	Other sources ...	...	...	....	...	...	...
	Total ...	6 750	7,207	23,990	...	30,740	7,207
Unaided Primary schools	Fees ...	...	...	1,050	494	1,050	494
	Other sources ...	...	...	1,968	915	1,968	915
	Total ...	...	...	3,018	1 409	3,018	1,409
Total Unaided schools ...	Fees ...	6,750	7,207	25,040	494	31,790	7,701
	Other sources ...	...	...	1,968	915	1,968	915
	Total ...	6,750	7,207	27,008	1,409	33,758	8,616
Total Public schools ...	Provincial Revenues...	46,230	53,119	47,434	47,253	93,664	1,00,372
	Municipal Funds ...	1,780	2,010	1.284	1.244	3,064	3,254
	Fees ...	73,943	74,913	94,150	60,446	1,68,093	1,35,359
	Other sources ...	45,131	57,449	47,278	64,847	92,409	1,22,296
	Total ...	1,67,084	1,87,491	1,90,146	1,73,790	3,57,230	3 61,281
Scholarships.							
Number of scholarships.		21	33	13	8	34	41
Expenditure from ...	Provincial Revenues...	1,111	1,328	779	619	1,890	1,947
	Other sources ...	255	1,293	135	...	390	1,293
	Total ...	1,366	2,621	914	619	2,280	3,240

95. *Expenditure.*—The above table shows a considerable decrease in the expenditure met from Provincial revenues. This, however, does not indicate any reduction of tuitional grants, but is due to the fact that the boarding grants to some schools last year were not separated from the grants for tuition.

The fees at Girls' schools have considerably increased, but there has been a decrease in the revenue from other sources.

The expenditure on scholarships from other sources has been greatly reduced, as no scholarships under this head have been given at the Boys' Diocesan School, Naini Tal, and at St. George's, Mussoorie, this year. The Girls' School, Allahabad, has this year for the first time given Rs. 135 in scholarships.

		Number of candidates.		Number passed.		Percentage of passes on number of candidates.	
		1898-99.	1897-98.	1898-99.	1897-98.	1898-99.	1897-98.
Entrance Examination ...	Boys ...	6	6	2	...	33	...
	Girls ...	1	...	1	...	50	...
High School Examination ...	Boys ...	97	101	27	49	28	48
	Girls ...	55	51	27	27	49	53
Middle School Examination ...	Boys ...	159	165	42	38	26	23
	Girls ...	107	91	57	40	53	44
Primary School Examination ...	Boys ...	289	303	131	133	45	44
	Girls ...	232	191	119	130	51	68

96. *Examination results.*—The examination results are given in the foregoing table. They are still most unsatisfactory as regards boys, and indicate that a large number of unprepared candidates were sent up. In particular the middle section of Boys' schools is far from being efficiently taught.

97. *Training class for teachers.*—The training class for teachers at All Saints' School, Naini Tál, is now being patronized by girls from other parts of India. It is to be regretted that more girls from these Provinces do not attend it. But as those who wish to be teachers can obtain employment even in secondary schools without any training, it is not surprising that some parents should grudge the additional expenditure involved in sending their children up to Naini Tál for a year. Letters of recognition are not given to untrained teachers, but at the same time it is not expedient to prohibit their employment in aided schools, as the managers of some schools have not the funds necessary for paying properly qualified teachers, and must take the best they can get.

Statement showing classification of Aided Schools according to management.

Controlling agency.	31st March 1898.			31st March 1899.		
	Schools.	Scholars.	Percentage of total number of scholars.	Schools.	Scholars.	Percentage of total number of scholars.
1	2	3	4	5	6	7
1. Church of England	9	604	18·13	10	612	18·24
2. Roman Catholic Church	14	1,403	42·13	14	1,411	42·05
3. American Methodist Mission	4	310	9·30	4	295	8·79
4. Railway Companies	7	468	14·05	6	500	14·90
5. American Presbyterian Mission	1	71	2·13	1	49	1·46
6. Private individuals	1	37	1·11	1	38	1·13
7. Local Committees	6	438	13·15	6	450	13·41
Total ...	42	3,331	...	42	3,355	...

98. *Classification according to management.*—There is very little variation in the classification of schools according to management. The Railway schools are being more largely attended. On the other hand the attendance at schools managed by the two American Missions has slightly fallen off.

The best private schools for girls at Naini Tál and at Mussoorie are well attended, and give as good an education as the best aided schools to a rather higher class of girls. The private schools for boys do not seem to be quite so popular: some of them aim chiefly at preparing boys for the examinations for admission to Government departments.

SECTION B.—*Muhammadans.*

	Hindus.		Muhammadans.	
	1898-99.	1897-98.	1898-99.	1897-98.
Males.				
In Secondary stage ... { Anglo-Vernacular ...	9,105	9,552	2,556	2,810
{ Vernacular ...	5,366	4,846	1,296	1,207
Total ...	14,471	14,398	3,852	4,017
In Primary stage	208,816	195,283	39,979	37,563
In Training schools	1,509	1,375	175	160
In Industrial schools	54	60	52	47
Total, at Public schools ...	224,850	211,116	44,058	41,787
In Private schools	49,478	42,650	32,212	30,593
Total scholars in schools of all kinds ...	274,328	253,766	76,270	72,380
Percentage on boys of school-going age of—				
Scholars in Secondary stage learning English ...	·29	·30	·53	·58
Scholars attending Public Schools ...	7·13	6·69	9·05	8·59
Ditto schools of all kinds ...	8·70	8·05	15·67	14·87
Females.				
In Secondary stage ... { Anglo-Vernacular ...	1	10	...	1
{ Vernacular ...	3	3	30	25
Total ...	4	13	30	26
In Primary stage	5,414	4,648	2,507	2,419
In Training Schools	...	...	...	...
In Industrial schools	...	...	...	...
Total, at Public schools ...	5,418	4,661	2,537	2,445
In Private schools	1,481	1,455	1,680	1,017
Total, scholars in schools of all kinds ...	6,899	6,116	4,217	3,462
Percentage on girls of school-going age of—				
Scholars in Secondary stage learning English ...	...	...	...	...
Ditto attending Public schools	·19	·16	·55	·53
Ditto schools of all kinds ...	·24	·21	·91	·74

99. The above table shows the number of Hindus and Muhammadans in attendance at the various educational institutions in these Provinces.

The extension of education has been shared by Muhammadans as well as by Hindus, though among the former there has been a falling off in the Secondary stage in Anglo-Vernacular schools for boys.

The percentages of children under instruction to those of school age still remain decidedly higher for Muhammadans than for Hindus in all the five cases included in the table.

SECTION C.—*Colvin School for sons of Taluqdárs.*

100. *Abstract of Report.*—At the close of the session (*i.e.* on the 30th April 1899) the number on the roll was 37, including a pupil who, having passed the recent Entrance Examination from this school, is now attending lectures at the Canning College. There are only two day-boys, both of them Government wards. The total number of boys on the roll shows an increase of two since April 1898.

Of the 37 pupils, 20 are Hindus and 17 Muhammadans.

During the session two boys, *viz.*, Koshal Kishore Prashad Mull, minor Rája of Majhauli, Gorakhpur, and Chhote Lalji, son of the Rája of Oel, have left the school and five new boys have joined.

Twenty-two of the pupils are Government wards.

During the year under review there have been five outsiders, *i.e.* boys whose estates do not lie in Oudh, reading in the school. One of these left after failing in the Entrance Examination, so that their number is now reduced to four.

Out of four boys sent up for the Entrance Examination only one passed in the 2nd Division; and similarly out of four boys sent up for the English Middle Examination only one passed, also in the 2nd Division. Mr. Siddons, the Principal, ascribes this "miserable failure" to the neglect which the classes suffered during his absence from the school last year.

For the coming Entrance Examination there is a class of five; for the English Middle Examination a class of eight, the largest class there has ever been in the school.

Three of the four candidates who went up for the last Entrance Examination subsequently appeared at the special Vernacular Examination, and all passed, two in Hindi and one in Urdu.

The religious instructors report that all their pupils have made good progress during the past year.

The interest taken by the boys in all kinds of out-door games seems to grow keener year by year, and cricket, football, tennis and hockey all flourish.

The riding school has been carried on as usual under the instruction of a pensioned duffadár of native cavalry. Some half dozen of the boys were allowed to use the police parade ground once a week during the past cold weather, and so learned to handle a polo stick.

In January of this year was begun the erection of ten more sets of quarters for boarders, with the necessary kitchens and servants' houses. The buildings are nearly completed and will be fit for occupation by the middle of July, when the school reopens after the summer vacation.

No fewer than 5 of the 10 new rooms have been built at the expense of individual taluqdárs. The generous donors are the Rája of Balrámpur (3); Rája Tasadduq Rasul Khan, C.S.I. (1); and Rána Sheoraj Singh of Khajurgaon (1). Rája Tasadduq Rasul Khan had previously erected a set of quarters in the old boarding-house at his own expense.

CHAPTER XI.—PHYSICAL AND MORAL TRAINING.

101. *Physical training in Anglo-Vernacular Schools.*—Tournaments are held for Anglo-Vernacular schools in all circles except Kumaun. In the first circle two tournaments are held, one for the Agra and one for the Bundelkhand Division; and it is under contemplation to hold similarly one tournament for each of the two divisions comprised in the third circle. The performances are often excellent and well worth seeing, and they testify to the reality of the physical training which the boys undergo. A better feeling between contending teams occasionally needs cultivation. During the year drill has been introduced into most of the schools, and it sometimes constitues the only form of regular physical exericise. There are schools in which for want of instructors it has not yet been commenced. But teachers are setting themselves to practise the exercises described in Bell's Manual, so that they may be able to teach them. Acknowledgments are due to the Principal of St. John's College, Agra, for his willing and helpful superintendence of the Agra tournament every year; to Messrs. Birkett and Kempster for similar assistance in Oudh; to Mr. Housden for successfully carrying through the tournament at Allahabad in the face of considerable difficulties; and to Babu Gyanendra Nath Chakravarti for his capable management of the Bareilly tournament.

102. *Physical training in Vernacular Schools.*—Drill according to Bell's Manual is taught in most schools; and owing to the attention paid to it by inspecting officers much progress is being made. The boys are smarter than they were, and they seem to take greater interest in their exercises. Middle schools are often supplied with simple gymnastic apparatus, and cricket and football are played in some of them. District tournaments are held in some districts; and this year Cawnpore has followed the fashion. Many of these athletic meetings are an unqualified success, being well attended, the events being keenly contested, and the boys being well behaved and thoroughly enjoying themselves. In the Benares Division physical training is somewhat neglected. Itinerant teachers of drill have been engaged in a few districts, and it is proposed to employ them in some other districts. A recreation fee of three pies per boy is levied in the four upper classes of village schools in some parts of the Meerut Division.

103. *Text-books having a direct bearing on conduct.*—The translation of the late Mr. Chester Macnaghten's *Common Thoughts on Serious Subjects* into Urdu has been completed during the year, and it has been prescribed for use in Normal schools. The language of the translation is simple and easy, and the book may be included in the course for Vernacular Middle Schools, if recommended for this purpose by the Provincial Text-book Committee, to which it has been referred. The Hindi translation is not yet completed.

The moral lessons included in the revised Readers do something to impress on the boys' minds the principles of morality.

CHAPTER XII.—THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

104. The following report describes the work done by the Provincial Text-book Committee during the year.

The Provincial Text-book Committee.—Mr. J. G. Jennings, Professor of English Literature, Muir Central College, resigned the Secretaryship, with effect from the date of the General Meeting, from which date Mr. De la Fosse, Inspector of Schools, 3rd Circle, took over the duties of Secretary.

The following is a statement showing the number of meetings held by the various Sub-Committees during the year :—

Sub-Committees	'A' 2	meetings, dated, respectively, the	5th January	and	5th August	1898.
Ditto	'B' 2	Ditto	18th do.		13th	do.
Ditto	'C' 2	Ditto	25th do.		20th	do.
Ditto	'D' 2	Ditto	1st February	and	27th	do.
Ditto	'E' 2	Ditto	8th do.		8th	do.

The Sub-Committees held 10 meetings against 14 in the previous year. The general meeting took place on November 4th, 1898.

1. The Macmillan's English Readers and Primers, prepared at the request of Director of Public Instruction, and revised by Mr. Crosse in accordance with the suggestions of the Sub-Committee, and as confirmed by the General Committee and the Director of Public Instruction have been prescribed as text-books for classes III—VI of the Anglo-Vernacular Schools in place of Mr. Nesfield's Readers.

The English Sub-Committee—Considered 20 books on various subjects. Two were recommended for school libraries and prizes. Of these one [Jennings (M. W.) English Grammar] was also recommended to the notice of Director of Public Instruction for use in European Schools. One was referred to the English Board of Studies, and the remaining 17 were rejected.

2. *Mathematics and Science Sub-Committee*—Considered 28 books and 78 object-lesson sheets. Of 28 books, two were recommended as alternative text-books, 9 for libraries and prizes, the remaining 17 were rejected. Of 78 sheets 77 were recommended for libraries and prizes and a selected number of them for use in Normal Schools, and one was rejected.

3. Of 12 books, 33 maps and atlases considered by the *History, Geography and Sanitation Sub-Committee,* three books and two atlases were recommended for libraries and prizes. Of these one book (Lee-Warner's Citizen of India) was also recommended to the notice of the Board of Studies in History to replace the English period of Indian History, Entrance Examination. One History (Stark's) recommended as a text-book and 23 maps recommended as alternatives, respectively, were not accepted by the General Committee, but at the same time it was suggested that with regard to History the Sub-Committee be requested to report on the whole question of History text-books for the Middle Examination, and with regard to maps to draw up a list of approved wall maps (both English and Vernacular) for consideration at the next General Meeting. The remaining eight books, seven maps and one atlas were rejected. In addition to this, the preparation of a new book on Rent and Revenue Law to replace Risala-i-Mal-o-lagan by Muhammad Ahmad, which was entrusted to Babu Sita Ram, B.A., Deputy Collector, Cawnpore, on November 20th, 1897, under Resolution VII—3 (*a*) of the Proceedings of 1897, has not yet been completed.

4. Of 39 miscellaneous works considered by *the Arabic, Persian and Urdu Sub-Committee,* four were recommended for libraries and prizes, one recommended as a text-book was referred back by the General Committee for further and fuller consideration, two recommended to be retained as alternative text-books, one to be retained at a reduced price, one (Talim-ul-Mubtadi) recommended for alternation, one (Khilkat-ka-Bayan) recommended to be omitted from the course as soon as practicable, and the remaining 29 were rejected.

In addition to this, the Sub-Committee is of opinion that Muhammad Ismail's Urdu Readers Nos. II and III, which are greatly preferable to Talim-ul-Mubtadi Parts I and II, new edition (used in Oudh) should be used in Oudh as in the North-Western Provinces as soon as practicable, and this has been confirmed by the Committee and the Director of Public Instruction.

5. *The Sanskrit and Hindi Sub-Committee*—Considered 39 miscellaneous publications. One was recommended as a text-book and approved by the General Committee, and other two recommended as text-books were not approved by the Committee as text-books, but were approved for inclusion in the library and prize list. Eleven were recommended for libraries and prizes and approved by

the General Committee. Thus the books approved for libraries and prizes are 13; one recommended for revision, 2 for alternation, and the remaining 22 were rejected.

In addition to this, "Naya Gutka, by Rája Shiva Parsad" and "Pattra-hitaishni," though condemned by the Sub-Committee, the General Committee and the Director of Public Instruction, are still in use for want of newer and better compilations. With regard to Pattra-hitaishni, it has finally been decided by the Sub-Committee that the *Nagri Pracharini Sabha, Benares,* be requested to prepare a suitable letter-writer, but with regard to "Naya Gutka" nothing has yet been determined.

(6) Of seven books considered by the members of the Agricultural Sub-Committee, two were approved for use as text-books, one for incorporation in the North-Western Provinces Urdu Readers, two for school libraries and prizes, one recommended for use in the Cawnpore Agricultural School or in Normal Schools, and one was rejected.

In addition to this, two books in manuscript, *viz.*, "Ilm Zeraat-ki-Pahli Kitab" (Urdu translation of Messrs. Benson and Subha Ram's book) by Muhammad Hadi and Syed Ali Husain and "Pamphlet describing privileges and duties of landlords and cultivators in Kumaun Division" in Hindi, by Pandit Ganga Datt Upreti, prepared at the request of the Director of Public Instruction and afterwards approved by the Committee, have been forwarded to Mr. Crosse, Assistant Secretary, Agricultural Sub-Committee, in accordance with Appendix 'A' of the Text-book Committee's rules. As regards "Ilm Zeraat-ki-Pahli Kitab," the Government have already sanctioned, in letter No. $\frac{515}{XV-556}$, dated 27th December 1897, an honorarium of Rs. 150, and as regards "Pamphlet describing privileges and duties of landlords and cultivators in Kumaun Division" the author, Pandit Ganga Datt Upreti, is willing to assign the right and risks to Government in consideration of receiving a reasonable honorarium.

In all, the several Sub-Committees considered 256 publications (including maps, atlases and object-lesson sheets, &c.). Of these 122 were utilized for the purposes of the Committee, 31 were recommended for special purposes and 103 were rejected.

During the course of the year 258 books were considered by the Committee. The following table shows the number of books, printed or lithographed, and manuscript, their distribution among the various Sub-Committees, and the number of such books approved (as confirmed by the Committee and the Director of Public Instruction), and the purposes to which they are to be applied, as well as the number of books rejected:—

Number of works considered by the Committee.			Number of works approved as—						Referred back to Sub-Committee.	Referred to English Board of Studies.	Text-books found unsuitable.	Recommended for retention.	Recommended for revision.	Number of works rejected.
Printed.	Manuscript.	Total.	Text-books or alternatives.	For agricultural School, Cawnpore, and Normal Schools.	Libraries.	Prizes.	Libraries and prizes.	Total.						
			ENGLISH LANGUAGE AND LITERATURE.											
20	...	20	...	...	1	...	1	2	...	1	...	...	...	17
			MATHEMATICS AND SCIENCE.											
106	1	107	2	...	83	2	1	88	...	...	1	...	...	18
			HISTORY, GEOGRAPHY AND SANITATION.											
45	...	45	...	1	...	...	2	3	24	...	...	...	...	16
			ARABIC, PERSIAN AND URDU.											
38	1	39	...	...	1	...	3	4	1	...	2	3	...	29
			SANSKRIT AND HINDI.											
37	3	40	1	...	1	2	10	14	1	...	2	...	1	22
			AGRICULTURE.											
5	2	7	3	1	...	1	1	6	...	...	...	...	...	1
251	7	*258	6	1	86	7	19	119	26	1	5	3	1	103

* Including 2 books not considered by the Sub-Committee but considered by the General Committee under Rule 17 of the Text-book Committee's Rules.

Under the direction of the Committee and the Director of Public Instruction, the following new works or new editions were prepared during the past year and submitted to the Committee, which has approved of them :—

(1) Ilm Zeraat-ki-Phali Kitab by Muhammad Hadi and Syed Ali Husain, Agricultural School, Cawnpore.

(2) Pamphlet describing privileges and duties of landlords and cultivators in the Kumaun Division in Hindi, by Pandit Ganga Datt Upreti, Almora.

(3) Muhammad Ismail's Agricultural Lessons for North-Western Provinces Urdu Readers (I—V).

(4) Allahabad Library Institute series of Hindi Readers (I—III) and Primer.

The following new works or new editions are being prepared under the direction of the Committee and are to be submitted for approval during the year :—

(1) A book is being prepared by the *Nagri Pracharini Sabha, Benares*, to replace Pattr-hitaishni.

(2) A revised edition of *Tarik-i-Tanduristi* in Hindi, by Medical Hall Press, Benares.

(3) A new compilation by three members of the Text-book Committee to replace " Thákur Chandi Singh's Mental Arithmetic."

105. *Distribution of Text-books.*—The Oudh system of distributing text-books was described in my General Report for the year 1896-97. Under this system there is a book depôt in each district; as soon as the books are received the amount of the bill is drawn from the treasury and remitted to the book-sellers by the muharrir appointed for the purpose; the price realized from the schools is credited into the Government Treasury as income from "sale of books." The other prevalent system is to leave the supply of books entirely in the hands of Deputy Inspectors, who work it to their own profit. The Oudh system, with or without slight modification, has been adopted in other parts of the Province during the year. Fatehpur and Jaunpur have opened book depôts, and in the Benares Division the Assistant Inspector has induced most of the Boards to accept this system. In Cawnpore and Allahabad it was not considered necessary to do so, as teachers of village schools purchase their own books direct from book-sellers. But the Mirzapur Board has decided, in spite of its obvious disadvantages, to continue the system of distribution by the Deputy Inspector. In the 4th Circle the same unsatisfactory system still prevails.

ALLAHABAD :
The 18th July 1899.

T. C. LEWIS, M.A.,
Director of Public Instruction,
N.-W. Provinces and Oudh.

GENERAL TABLES Nos. I—VIII.

I.—Abstract of Number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Disitrbution of Local and Municipal Expenditure.

VIII.—Return showing the Attendance and Expenditure in Hostels for Males and Females.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in the North-Western Provinces and Oudh at the end of the official year 1898-99.

(For details see General Table III.)

Area and population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of	Remarks.
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
107,502	Towns ... 484 Villages 105,716 Total ... 106,200	Males ...24,303,601 Females...22,601,484 Total 46,905,085	Institutions. For Males	20	10	485	6,024	4	44	6,587	1,159	4,864	12,610	Institutions to number of towns and villages. 11·87	
			Institutions. For Females	1	...	35	319	1	1	357	2	177	536	·50	
			Total ...	21	10	520	6,343	5	45	6,944	1,161	5,041	13,146	12·38	
			Scholars. Males ...	1,759	656	59,087	219,564	517	2,807	284,390	16,057	59,410	359,857	Male scholars to male population of school-going age. 9·87	
			Scholars. Females ...	21	...	3,107	11,482	4	64	14,678	185	3,530	18,393	Female scholars to female population of school-going age. ·54	
			Total ...	1,780	656	62,194	231,046	521	2,871	299,068	16,242	62,940	378,250	5·18	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1898-99.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for Furniture and Apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For males ...	3,70,724	1,93,155	11,24,370	6,90,323	46,627	57,189	24,82,388	54,346	43,087	2,54,037	95,381	2,94,185	25,910	84,593	8,51,539	37,17,957	
For females ...	6,300	...	2,61,632	1,10,600	5,498	...	3,84,030										
Total ...	3,77,024	1,93,155	13,86,002	8,00,923	52,125	57,189	28,66,418	54,346	43,037	2,54,037	95,381	2,94,185	25,910	84,593	8,51,539	37,17,957	
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	23·3	24·3	21·2	2·2	·5	4·2	75·7	...	6·0	...	3·5	14·6	·2	...	24·3	100·0	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·1	...	23·9	43·3	3·2	·8	71·3	...	...	17·9	1·2	8·8	·4	·4	28·7	100·0	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	4·7	...	62·3	26·9	...	·7	94·6	...	...	...	2·4	1·8	·4	·8	5·4	100·0	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	10·1	5·2	37·3	21·6	1·4	1·5	77·1	1·5	1·1	6·8	2·6	7·9	·7	2·3	22·9	100·0	

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1898-99—(concluded).

(For details see General Table IV.)

		Total Direct Expenditure on Public Instruction.							Remarks.
		University Education.		School Education, General.		School Education, Special.		Total.	
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
1		2	3	4	5	6	7	8	9
3. Average annual cost of educating each pupil in—		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Government Institutions...	Cost to Provincial Revenues	154 15 10	529 5 4	4 3 4	...	...	15 6 0	28 2 4	
	Cost to Local and Municipal Funds ...	2 3 9	...	18 7 3	5 15 3	88 10 6	4 13 9	16 7 7	
	Total Cost ...	199 7 10	549 11 6	40 9 7	10 14 3	89 10 8	24 14 1	59 13 2	
Local Fund Schools ...	Cost to Provincial Revenues	...	...	...	...	...	...	...	
	Cost to Local Funds	...	...	4 8 11	3 7 7	...	...	3 10 5	
	Total Cost ...	...	...	6 10 4	3 11 5	...	...	4 3 2	
Municipal Schools ...	Cost to Provincial Revenues	...	...	0 1 4	...	...	...	0 0 5	
	Cost to Municipal Funds	...	...	8 12 7	3 9 1	...	8 13 2	5 2 7	
	Total Cost ...	...	...	18 14 7	3 11 9	...	8 13 2	8 5 3	
Aided Institutions ...	Cost to Provincial Revenues	72 2 0	...	7 1 6	0 4 9	607 5 4	...	2 12 0	
	Cost to Local and Municipal Funds ...	6 4 1	...	5 12 0	1 8 9	...	5 4 1	2 10 0	
	Total Cost ...	239 6 8	74 3 8	43 1 7	3 10 5	916 5 4	8 5 0	15 13 10	
Unaided Institutions	Total Cost ...	180 5 6	34 7 2	32 3 5	8 4 8	...	12 7 1	34 0 8	
All Institutions ...	Cost to Provincial Revenues	94 7 4	303 6 5	2 8 6	0 1 2	6 14 10	10 13 11	1 15 2	
	Cost to Local and Municipal Funds ...	3 9 8	...	6 11 2	3 0 2	87 10 4	4 4 2	3 15 8	
	Total Cost ...	213 9 9	336 8 1	23 0 10	3 12 3	99 1 7	20 10 1	10 4 8	

GENERAL TABLE III.

Return of **Colleges, Schools,** *and* **Scholars** *in the North-Western Provinces and Oudh for the official year* 1898-99.

Class of Institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. — English	3	310	342	256	...	...	...	...
University Education. — Oriental	2	389	380	370	...	...	...	...
Colleges or Departments of Colleges for Professional-Training.								
University Education. — Law	2	91	91	72	...	...	...	...
University Education. — Engineering	1	284	238	235	...	...	...	...
Total	8	1,074	1,051	933	...	...	...	...
Secondary Schools.								
School Education, General. — For Boys — High Schools	34	6,234	6,595	5,612	1	106	109	84
School Education, General. — For Boys — Middle Schools — English	10	940	906	764	19	1,232	1,360	1,108
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	286	33,016	30,637	24,316
School Education, General. — For Girls — High Schools	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	2	62	59	49
Total	44	7,174	7,501	6,376	308	34,416	32,165	25,557
Primary Schools.								
School Education, General. — For Boys	18	1,259	1,325	1,118	4,316	1,67,603	1,54,301	1,19,983
School Education, General. — For Girls	...	...	...	...	145	3,686	3,602	2,735
Total	18	1,259	1,325	1,118	4,461	1,71,289	1,57,903	1,22,718
Schools for Special Instruction.								
School Education, Special. — Training Schools for Masters	4	517	520	474	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	2	259	252	246	...	...	...	...
School Education, Special. — Industrial Schools	1	106	106	85	...	...	...	...
School Education, Special. — Other Schools	34	1,868	1,602	1,044	1	31	34	20
Total	41	2,750	2,480	1,849	1	31	34	20
Total of Colleges and Schools of Public Instruction.	111	12,257	12,357	10,276	4,770	2,05,736	1,90,102	1,48,295

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the* –

Class of Institutions.	Under Private Management: Aided by Government or by Local Fund or Municipal Boards. Number of institutions.	Aided by Government or by Local Fund or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by Local Fund or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by Local Fund or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand Total of public institutions.	Grand Total of scholars on the 31st March.
1	10	11	12	13	14	15	16	17	18	19
University Education.										
Arts Colleges.										
English	6	729	720	626	8	305	283	238	17	1,344
Oriental	2	47	40	32	...	...	...	...	4	436
Colleges or Departments of Colleges for Professional Training.										
Law	2	98	97	77	5	183	148	127	9	372
Engineering	...	...	...	...	...	...	...	...	1	284
Total ...	**10**	**874**	**857**	**735**	**13**	**488**	**431**	**365**	**31**	**2,436**
School Education, General.										
Secondary Schools.										
For Boys — High Schools, ...	51	8,979	8,969	7,481	11	1,494	1,471	1,270	97	16,813
For Boys — Middle Schools — English	43	4,458	4,413	3,659	22	1,954	1,854	1,463	94	8,584
For Boys — Middle Schools — Vernacular	8	795	780	609	...	...	...	...	294	33,811
For Girls — High Schools ...	17	1,558	1,560	1,429	2	83	93	90	19	1,641
For Girls — Middle Schools — English	13	1,929	1,268	1,151	1	54	57	52	14	1,283
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	2	62
Total ...	**132**	**17,019**	**16,990**	**14,329**	**36**	**3,585**	**3,475**	**2,875**	**520**	**62,194**
Primary Schools.										
For Boys	1,667	50,211	45,474	36,992	23	835	802	617	6,024	219,908
For Girls	164	7,206	6,986	5,352	10	246	226	168	319	11,138
Total ...	**1,831**	**57,417**	**52,460**	**42,344**	**33**	**1,081**	**1,028**	**785**	**6,343**	**2,31,046**
School Education, Special.										
Schools for Special Instruction.										
Training Schools for Masters	...	...	...	...	...	...	...	...	4	517
Training Schools for Mistresses.	1	4	6	6	...	...	...	...	1	4
Medical Schools... ...	...	...	...	...	...	...	...	...	2	259
Industrial Schools ...	1	147	124	113	...	...	...	...	2	253
Other Schools	3	249	254	197	3	211	400	302	41	2,359
Total ...	**5**	**400**	**384**	**316**	**3**	**211**	**400**	**302**	**50**	**3,392**
Total of Colleges and Schools of Public Instruction.	**1,978**	**75,710**	**70,691**	**57,724**	**85**	**5,365**	**5,334**	**4,327**	**6,944**	**299,068**
PRIVATE INSTITUTIONS ... 1. *Advanced teaching*— (*a*) Arabic or Persian									321	10,620
(*b*) Sanskrit									325	5,344
(*c*) Any other oriental classic									15	278
2. Elementary teaching a vernacular only or mainly ... ... — For Boys ...									3,564	46,966
Do. Girls ...									86	1,720
3. Elementary teaching the Koran ... — Do. Boys ...									1,300	13,541
Do. Girls ...									91	713
Total									**6,202**	**79,182**
GRAND TOTAL									**13,146**	**378,250**

TABLE III.

North-Western Provinces and Oudh for the official year 1898-99—(concluded).

Number of scholars on the 31st of March learning			Classification of scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,317	633	54	29	61	998	249	7	...	...	
56	436	...	...	...	407	29	...	...	...	
372	...	...	1	6	298	66	1	...	...	
284	...	...	62	...	172	50	...	...	...	
2,029	**1,069**	**54**	**92**	**67**	**1,875**	**394**	**8**	**...**	**...**	
14,706	9,284	13,377	1,612	554	11,285	3,327	35	169	...	
5,404	3,113	8,049	168	691	5,833	1,884	8	65	...	
42	2	33,814	...	173	25,538	8,096	4	19	...	
1,561	308	1,046	1,123	500	6	5	7	...	88	
743	...	1,518	108	1,160	6	1	8	...	44	
...	29	62	...	...	32	30	...	...	...	
22,456	**12,736**	**57,866**	**3,011**	**3,078**	**42,700**	**13,343**	**62**	**253**	**132**	
692	1,418	2,17,713	163	665	1,87,572	31,036	412	551	...	
844	91	10,871	387	1,536	6,463	2,718	34	...	207	
1,536	**1,509**	**228,584**	**550**	**2,201**	**194,035**	**33,814**	**446**	**551**	**207**	
19	...	821	...	2	407	108	...	...	...	
4	...	...	4	...	...	...	...	...	...	
...	...	259	...	67	140	52	...	...	...	
106	...	253	...	146	54	52	1	...	...	
...	370	2,089	...	...	2,082	277	...	...	...	
129	**370**	**3,422**	**4**	**215**	**2,683**	**489**	**1**	**...**	**...**	
26,150	**15,684**	**289,926**	**3,657**	**5,561**	**241,293**	**48,040**	**517**	**804**	**339**	
...	10,620	...	...	...	2,501	8,073	46			
...	5,344	...	...	...	5,329	15	...	185	...	
...	278	...	...	...	200	75	3			
2,019	3,812	41,534	...	1,417	34,873	10,663	13	732	...	
20	53	1,647	...	285	1,055	351	29	...	...	
...	13,541	...	...	...	46	13,495	...	389	...	
...	713	...	...	...	...	713	...	...	24	
2,039	**34,361**	**43,181**	**...**	**1,702**	**44,004**	**33,385**	**91**	**1,306**	**24**	
28,189	**50,045**	**333,107**	**3,657**	**7,263**	**285,297**	**81,425**	**608**	**2,110**	**363**	

GENERAL

Return of Expenditure on Public Instruction in the

Objects of expenditure.		Public						
		Under Public						
		Managed by Government.						
		Provincial Revenues.	Local Funds.	Municipal Funds	Fees.	Subscriptions.	Endowments and other sources.	Total.
1		2	3	4	5	6	7	8
	Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	English	97,156	1,412	200	28,795	...	1,254	1,28,817
	Oriental	14,745	...	...	...	...	468	15,213
	Colleges or Departments of Colleges for Professional Training.							
	Law	3,580	...	...	4,480	...	...	8,060
	Engineering	1,70,571	...	...	1,529	12	685	1,72,797
	Total ...	2,86,052	1,412	200	34,804	12	2,407	3,24,887
	Secondary Schools.							
School Education, General.	For Boys { High Schools	31,584	1,05,821	12,233	1,17,984	739	5,174	2,73,535
	For Boys { Middle { English ...	...	16,788	3,580	9,628	611	395	31,002
	For Boys { Middle { Vernacular ...	...	...	...	...	...	...	...
	For Girls { High Schools	...	...	...	...	...	...	...
	For Girls { Middle { English ...	...	...	...	...	...	...	...
	For Girls { Middle { Vernacular ...	...	...	...	...	...	...	...
	Total ...	31,584	1,22,609	15,813	1,27,612	1,350	5,569	3,04,537
	Primary Schools.							
	For Boys	...	5,680	2,211	6,131	...	410	14,432
	For Girls	...	...	...	...	...	...	...
	Total ...	...	5,680	2,211	6,131	...	410	14,432
	Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters ...	...	46,102	...	170	...	355	46,627
	Training Schools for Mistresses ...	...	...	...	...	...	...	...
	Medical Schools	23,800	...	...	...	705	240	24,745
	Industrial Schools	6,338	...	...	617	...	127	7,082
	Other Schools	...	9,526	...	6,689	...	727	16,942
	Total ...	30,138	55,628	...	7,476	705	1,449	95,396
	Buildings	84,022	17,315	...	600	...	89	1,02,026
	Furniture and Apparatus (Special grants only).	1,470	108	4	...	...	...	1,582
	Total ...	85,492	17,423	4	600	...	89	1,03,608
Scholarships held in.	*University*	...	...	...	...	...	...	...
	Direction	...	...	...	...	...	...	...
	Inspection	...	...	...	...	...	...	...
	Arts Colleges	...	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools...	...	...	...	...	...	...	...
	Special Schools other than Training Schools.	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
	Total Expenditure on Public Instruction.	4,33,266	2,02,752	18,228	1,76,623	2,067	9,924	8,42,860

TABLE IV.

North-Western Provinces and Oudh for the official year 1898-99.

Institutions.

Management.

Managed by Local Fund and Municipal Boards.

Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	..	...	...	...	...
...	2,000	456	1,904	13	408	4,781
156	2,001	13, 19	13,180	33	509	29,398
...	1,37,203	9,869	53,799	...	937	2,01,808
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	699	600	...	...	...	1,299
156	**1,41,903**	**24,444**	**68,883**	**46**	**1,854**	**2,37,286**
...	5,19,547	13,514	30,288	3,243	1,116	5,67,708
...	14,000	4,773	...	...	35	18,808
...	**5,33,547**	**18,287**	**30,288**	**3,243**	**1,151**	**5,86,516**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	300	...	...	...	300
...		**300**	...	...	...	**300**
...	1,06,478	1,373	...	...	603	1,08,454
...	5,612	334	630	...	250	6,826
...	**1,12,090**	**1,707**	**630**	...	**853**	**1,15,280**
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
156	**7,87,540**	**44,738**	**99,801**	**3,289**	**3,858**	**9,39,382**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.							
Arts Colleges.							
English	53,866	...	4,664	49,696	2,647	68,958	1,79,831
Oriental	950	60	28	10	22	1,055	2,125
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	4,613	...	2,587	7,200
Engineering	...	...	...	...	...	...	...
Total ...	54,816	60	4,692	54,319	2,669	72,600	1,89,156
School Education, General.							
Secondary Schools.							
For Boys — High Schools	71,877	42,088	15,090	1,60,603	18,461	93,018	4,01,137
For Boys — Middle — English ...	6,382	17,849	8,055	31,845	8,320	16,612	89,063
For Boys — Middle — Vernacular ...	...	1,886	580	796	224	6,635	10,121
For Girls — High Schools	37,972	3,070	489	66,787	5,323	52,557	1,66,198
For Girls — Middle — English ...	4,273	8,165	400	6,029	12,906	33,952	65,725
For Girls — Middle — Vernacular ...	...	...	...	...	...	...	...
Total ...	1,20,504	73,058	24,614	2,66,060	45,234	2,02,774	7,32,244
Primary Schools.							
For Boys	3,396	56,871	5,592	8,943	9,370	19,283	1,03,455
For Girls	12,052	16,397	2,162	4,625	23,159	29,601	87,996
Total ...	15,448	73,268	7,754	13,568	32,529	48,884	1,91,451
Schools for Special Instruction.							
School Education, Special.							
Training Schools for Masters ...	...	...	...	...	...	...	...
Training Schools for Mistresses ...	3,644	...	...	1,854	...	...	5,498
Medical Schools	...	...	...	...	...	...	...
Industrial Schools	...	600	...	...	...	240	840
Other Schools	...	960	427	264	284	368	2,303
Total ...	3,644	1,560	427	2,118	284	608	8,641
Buildings	20,743	252	506	13,570	8,546	34,902	78,519
Furniture and Apparatus (Special grants only).	...	...	106	8,354	1,180	3,919	13,559
Total ...	20,743	252	612	21,924	9,726	38,821	92,078
Scholarships held in.							
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools...	...	...	...	...	...	...	...
Special Schools other than Training Schools.	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.	2,15,155	1,48,198	38,099	3,57,989	90,442	3,63,687	12,13,570

TABLE IV.

North-Western Provinces and Oudh for the official year 1898–99—(concluded).

Institutions.									
Management.				Total Expenditure from—					
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	Grand Total.
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
7,837	1,472	41,729	51,038	1,51,022	1,412	4,864	86,328	1,16,060	3,59,686
...	...	...	...	15,695	60	28	10	1,545	17,338
3,309	899	890	5,098	3,580	...	...	12,402	4,376	20,358
...	...	...	...	1,70,571	...	...	1,529	697	1,72,797
11,146	**2,371**	**42,619**	**56,136**	**3,40,868**	**1,472**	**4,892**	**1,00,269**	**1,22,678**	**5,70,179**
29,062	3,130	27,790	59,982	1,03,461	1,49,909	27,779	3,09,553	1,48,733	7,39,435
6,883	2,159	14,038	*23,543	6,538	36,713	25,542	61,536	42,677	1,73,006
...	...	...	...	...	1,39,089	10,449	54,595	7,796	2,11,929
23,990	...	...	23,990	37,972	3,070	489	90,777	57,880	1,90,188
59	55	4,306	4,420	4,273	8,165	400	6,088	51,219	70,145
...	...	...	...	...	699	600	...	...	1,299
59,994	**5,344**	**46,134**	**1,11,935**	**1,52,244**	**3,37,645**	**65,259**	**5,22,549**	**3,08,305**	**13,86,002**
437	1,445	2,846	4,728	3,396	5,82,098	21,317	45,799	37,713	6,90,323
1,050	2,152	594	3,796	12,052	30,397	6,935	5,675	55,541	1,10,600
1,487	**3,597**	**3,440**	**8,524**	**15,448**	**6,12,495**	**28,252**	**51,474**	**93,254**	**8,00,923**
...	...	...	...	...	46,102	...	170	355	46,627
...	...	...	...	3,644	...	...	1,854	...	5,498
...	...	...	...	23,800	...	...	...	945	24,745
...	...	...	..	6,338	600	...	617	367	7,922
517	67	4,393	4,977	...	10,486	727	7,470	5,839	24,522
517	**67**	**4,393**	**4,977**	**33,782**	**57,188**	**727**	**10,111**	**7,506**	**1,09,314**
1,890	2,381	915	5,186	1,04,765	1,24,045	1,879	16,060	47,436	2,94,185
927	1,238	1,778	3,943	1,470	5,720	444	9,911	8,365	25,910
2,817	**3,619**	**2,693**	**9,129**	**1,06,235**	**1,29,765**	**2,323**	**25,971**	**55,801**	**3,20,095**
...	...	...	...	...	...	...	54,346	...	54,346
...	...	...	...	43,087	...	...	...	...	43,087
...	...	...	...	...	†2,54,037	...	...	...	2,54,037
...	...	...	...	10,838	251	516	5,621	20,856	38,082
...	...	...	...	...	...	...	...	...	...
...	...	...	...	6,833	16,103	1,938	1,013	17,505	43,392
...	...	...	...	...	27	24	...	458	509
...	...	...	...	7,288	...	...	...	6,110	13,398
...	...	...	...	...	5,834	864	61,139	16,756	84,593
...	...	...	...	68,046	2,76,252	3,342	1,22,119	61,685	5,31,444
75,961	**14998**	**99,279**	**1,90,701**	**7,16,623**	**14,14,817**	**1,04,795**	***8,32,493**	**6,49,229**	**37,17,957**

* Including Rs. 75 from Local Fund and Rs. 388 from Municipal Fund.

† Part of this is from Provincial revenues.

GENERAL

Return of the Stages of Pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed the Lower Secondry (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys ...	Government ...	English... ...	44	7,174	1,044	...	1,044	3,767	...	3,767
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English	1	79	...	...	...	34	...	34
		Vernacular ...	282	32,458	...	...	...	5,875	...	5,875
	Municipal ...	English... ...	19	1,259	18	...	18	587	...	587
		Vernacular ...	4	558	...	...	...	59	...	59
	Aided ...	English... ...	94	13,437	1,206	8	1,214	4,793	63	4,856
		Vernacular ...	8	795	...	...	...	98	...	98
	Unaided ...	English... ...	33	3,448	229	...	229	1,152	...	1,152
		Vernacular ...	...	...	...	...	...	...	...	...
		Total ...	**485**	**59,208**	**2,497**	**8**	**2,505**	**16,365**	**63**	**16,428**
For Girls ...	Government ...	English... ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English... ...	...	...	...	...	...	...	...	...
		Vernacular ...	1	33	...	...	...	...	4	4
	Municipal ...	English... ...	...	...	...	...	...	...	...	...
		Vernacular ...	1	29	...	...	...	...	29	29
	Aided ...	English... ...	30	2,787	...	100	100	6	528	534
		Vernacular ...	...	...	...	...	...	...	...	...
	Unaided ...	English... ...	3	137	...	15	15	...	43	43
		Vernacular ...	...	...	...	...	...	...	...	...
		Total ...	**35**	**2,986**	**...**	**115**	**115**	**6**	**604**	**610**
		Total, Secondary Schools ...	**520**	**62,194**	**2,497**	**123**	**2,620**	**16,371**	**667**	**17,038**
Primary Schools—										
For Boys ...	Government		18	1,259	...	...	...	...	...	...
	Local Fund		4,224	163,542	...	...	...	...	...	...
	Municipal		92	4,061	...	...	...	...	...	...
	Aided		1,667	50,211	...	...	...	...	...	...
	Unaided		23	835	...	...	...	...	...	...
		Total ...	**6,024**	**219,908**	**...**	**...**	**...**	**...**	**...**	**...**
For Girls ...	Government		...	...	...	...	...	...	...	...
	Local Fund		123	3,076	...	...	...	...	...	...
	Municipal		22	610	...	...	...	...	...	...
	Aided		164	7,206	...	...	...	...	...	...
	Unaided		10	246	...	...	...	...	...	...
		Total ...	**319**	**11,138**	**...**	**...**	**...**	**...**	**...**	**...**
		Total, Primary Schools ...	**6,343**	**231,046**	**...**	**...**	**...**	**...**	**...**	**...**
		Grand Total ...	**6,863**	**293,240**	**2,497**	**123**	**2,620**	**16,371**	**667**	**17,038**

TABLE V.

in the North-Western Provinces and Oudh at the end of the official year 1898-99.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5			6		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,467	...	1,467	896	...	896	...	...	...	7,174	...	7,174
...	...	...	...	...	...	...	...	...	...	...	...
20	...	20	25	...	25	...	...	...	79	...	79
7,172	...	7,172	18,401	16	18,417	991	3	994	32,439	19	32,458
318	...	318	297	...	297	39	...	39	1,259	...	1,259
112	...	112	371	...	371	16	...	16	558	...	558
2,969	79	3,048	3,975	57	4,032	260	27	287	13,203	234	13,437
130	...	130	490	...	490	77	...	77	795	...	795
713	...	713	1,246	...	1,246	108	...	108	3,448	...	3,448
...	...	...	...	...	...	...	...	...	...	...	...
12,901	**79**	**12,980**	**25,701**	**73**	**25,774**	**1,491**	**30**	**1,521**	**58,955**	**253**	**59,208**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	8	8	...	17	17	...	4	4	...	33	33
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	29	29
28	577	605	37	1,207	1,244	61	243	304	132	2,655	2,787
...	...	...	...	...	...	...	...	...	...	...	...
...	26	26	...	50	50	...	3	3	...	137	137
...	...	...	...	...	...	...	...	...	...	...	...
28	**611**	**639**	**37**	**1,274**	**1,311**	**61**	**250**	**311**	**132**	**2,854**	**2,986**
12,929	**690**	**13,619**	**25,738**	**1,347**	**27,085**	**1,552**	**280**	**1,832**	**59,087**	**3,107**	**62,194**
341	...	341	918	...	918	...	...	...	1,259	...	1,259
19,773	1	19,774	132,869	54	132,923	10,485	360	10,845	163,127	415	163,542
122	...	122	3,572	...	3,572	367	...	367	4,061	...	4,061
1,757	12	1,769	41,117	27	41,144	7,203	95	7,298	50,077	134	50,211
65	...	65	642	...	642	126	2	128	833	2	835
22,058	**13**	**22,071**	**179,118**	**81**	**179,199**	**18,181**	**457**	**18,638**	**219,357**	**551**	**219,908**
...	...	...	...	...	...	...	...	...	...	...	...
...	150	150	...	2,687	2,687	...	239	239	...	3,076	3,076
...	63	63	...	510	510	...	37	37	...	610	610
36	455	491	79	4,955	5,034	59	1,622	1,681	174	7,032	7,206
2	15	17	13	128	141	18	70	88	33	213	246
38	**683**	**721**	**92**	**8,280**	**8,372**	**77**	**1,968**	**2,045**	**207**	**10,931**	**11,138**
22,096	**696**	**22,792**	**179,210**	**8,361**	**187,571**	**18,258**	**2,425**	**20,683**	**219,564**	**11,482**	**231,046**
35,025	**1,386**	**36,411**	**204,948**	**9,708**	**214,656**	**19,810**	**2,705**	**22,515**	**278,651**	**14,589**	**293,240**

GENERAL

Return showing the **Results of Prescribed Examinations** *in*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	3	1	5	19	8	2	1	30
2. Doctor of Science	...	2	1	3	...	2	1	...	3
3. Bachelor of Arts	2	6	3	11	78	164	32	12	286
4. Bachelor of Science	...	1	...	1	...	1	...	...	1
5. Intermediate Examination ...	3	6	9	18	140	264	132	23	559
Oriental Colleges.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (*a*) ...	1	1	...	2	107	3	...	2	112
Ditto Arabic (*b*) ...	...	1	...	1	...	1	...	...	1
Ditto Persian (*c*) ...	...	1	...	1	...	2	...	1	3
4. High Proficiency in Sanskrit (*d*) ...	4	4	23	31	109	20	47	2	178
Ditto Arabic (*c*) ...	...	...	...	...	...	...	...	1	1
Ditto Persian (*c*) ...	...	1	...	1	...	1	...	...	1
5. Proficiency in Sanskrit (*e*) ...	3	7	28	38	29	23	65	...	117
Ditto Arabic (*f*) ...	1	3	1	5	1	5	2	...	8
Ditto Persian (*c*) ...	1	...	1	2	1	...	1	...	2
Ditto Urdu	7	10	3	20	19	59	9	12	99
Colleges for Professional Training.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law	2	2	4	8	95	108	53	...	256
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					18	...	...	...	18
2. B. C. E.	1	...	...	1	6	...	...	...	6
3. L. C. E.					10	...	...	...	10
4. First L. C. E.					291	...	...	...	291
Teaching.									
1. Licentiate in Teaching	...	...	...	...	...	...	...	...	...
Schools for General Education.									
Matriculation ... ... { Boys ...	34	47	7	88	622	644	110	630	2,006
{ Girls ...	...	10	2	12	...	56	11	8	75
Middle School Examination ... { Boys ...	349	96	37	482	4,776	2,029	539	1,752	9,096
{ Girls ...	2	25	7	34	8	135	32	...	175
Upper Primary Examination... { Boys ...	1,782	248	33	2,063	8,446	1,756	395	214	10,811
{ Girls ...	32	48	9	89	60	377	54	...	491
Lower Primary Examination... { Boys ...	4,032	815	31	4,878	19,641	3,408	410	35	23,494
{ Girls ...	77	77	3	157	173	618	32	...	823
Schools for Special Instruction.									
1. Training School Examination for Masters ... { Upper...	4	...	...	4	173	...	...	34	207
{ Lower...									
2. Training School Examination for Mistresses ... { Upper...	...	1	...	1	...	6	...	...	6
{ Lower...									
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	2	...	...	2	74	...	...	2	76
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination ...	1	...	...	1	67	...	...	...	67

(*a*) Acharya examination of the Sanskrit College, Benares, and
(*b*) Fazil examination of the Muir Central College.
(*c*) Punjáb University examinations.
(*d*) Madhyama Pariksha examination of the Sanskrit College.
(*e*) Prathama ditto ditto
(*f*) Mulla examination of the Muir Central College and Maulvi

TABLE VI.

North-Western Provinces and Oudh during the official year 1898-99.

Number passed.					Race or Creed of passed Scholars.					
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	
12	5	...	...	17	...	...	13	3	1	
...	1	...	...	1	...	...	1	...	...	
40	94	11	2	147	3	3	103	37	1	
...	...	...	...	...	...	...	...	...	...	
78	114	71	4	267	7	15	200	45	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
70	1	...	1	72	...	...	72	...	...	
...	...	...	...	...	...	...	...	...	...	
...	1	...	...	1	...	...	...	1	...	
52	12	32	2	98	...	...	98	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
10	7	34	...	51	...	...	51	...	...	
...	1	...	...	1	...	...	...	1	...	
1	...	...	...	1	...	...	...	1	...	
12	38	7	10	67	...	...	52	14	1	Special vernacular examination.
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
24	27	10	...	61	...	...	51	7	3	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
18	...	...	...	18	5	...	10	3	...	Engineers. (Roorkee College examinations.)
6	...	...	...	6	6	...	...	...	...	British military. (Roorkee College examinations.)
10	...	...	...	10	...	...	4	6	...	Surveyors. (Roorkee College examinations.)
183	...	...	...	183	35	...	119	28	1	Native ditto, College Entrance. (Roorkee College examinations.)
...	...	...	...	...	...	...	...	...	...	
348	306	38	117	809	31	11	589	173	5	
...	35	3	...	38	27	11	...	...	...	
2,637	694	150	388	3,869	42	28	2,962	821	16	
7	78	18	...	103	57	39	...	7	...	
5,573	1,023	241	75	6,912	129	45	5,494	1,242	2	
45	255	28	...	328	122	153	30	23	...	
14,925	2,402	248	13	17,588	105	263	14,546	2,662	12	
123	481	32	...	636	190	201	140	101	4	
144	...	...	20	164	...	2	142	20	...	
...	6	...	...	6	6	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
52	...	...	...	52	...	8	29	15	...	
...	...	...	...	...	...	...	...	...	...	
41	...	...	...	41	...	...	19	22	...	

Shastri examination of the Punjáb University.

and Prajna examination of the Punjáb University.
examination of the Punjáb University..

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on*

Objects of Expenditure.	Expenditure of Local Fund				
	In Institutions managed				
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1	2	3	4	5	6
					Rs.
University Education.					
Arts Colleges.					
English	...	...	...	...	...
Oriental	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.					
Law	...	...	...	...	...
Engineering	...	...	...	...	...
Total ...	...	...	...	...	...
School Education, General.					
Secondary Schools.					
For Boys ... High Schools	...	...	...	...	...
For Boys ... Middle Schools ... English ...	1	79	76	67	...
For Boys ... Middle Schools ... Vernacular ...	282	32,458	30,141	23,931	...
For Girls ... High Schools	...	...	...	...	...
For Girls ... Middle Schools ... English ...	...	...	...	...	...
For Girls ... Middle Schools ... Vernacular ...	1	33	33	28	...
Total ...	284	32,570	30,250	24,026	...
Primary Schools.					
For Boys	4,224	1,63,542	1,50,461	1,16,899	...
For Girls	123	3,076	3,024	2,315	...
Total ...	4,347	1,66,618	1,53,485	1,19,214	...
Schools for Special Instruction.					
School Education, Special.					
Training Schools for Masters	...	...	...	...	...
Training Schools for Mistresses...	...	...	...	...	...
Medical Schools	...	...	...	...	...
Industrial Schools	...	...	...	...	...
Other Schools	...	...	...	...	...
Total ...	...	...	...	...	...
Buildings	...	...	...	...	...
Furniture and Apparatus (Special Grants only)	...	...	...	...	...
Total ...	...	...	...	...	...
Inspection	...	...	...	...	...
Scholarships held in ... Arts Colleges	...	...	...	...	...
Scholarships held in ... Professional Colleges	...	...	...	...	...
Scholarships held in ... Secondary Schools	...	...	...	...	...
Scholarships held in ... Primary Schools	...	...	...	...	...
Scholarships held in ... Special Schools other than Training Schools.	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total ...	...	...	...	...	...
Grand Total ...	4,631	1,99,188	1,83,735	1,43,240	...

TABLE VII.

Public Instruction, North-Western Provinces and Oudh for the official year 1898-99.

Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by—			Total Local Fund Expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	1,412	...	...	1,412
...	...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	**...**	**...**	**...**	**...**	**...**	**1,412**	**...**	**60**	**1,472**
...	...	...	...	...	...	1,05,821	2,000	42,088	1,49,909
405	624	737	...	509	2,275	16,788	1,596	17,924	36,713
1,37,203	6,996	53,440	...	937	1,98,576	...	...	1,886	1,39,089
...	...	...	...	...	...	...	...	3,070	3,070
...	...	...	...	...	...	...	...	8,165	8,165
219	...	...	...	...	219	...	480	...	699
1,37,827	**7,620**	**54,177**	**...**	**1,446**	**2,01,070**	**1,22,609**	**4,076**	**73,133**	**3,37,645**
5,19,547	2,053	29,951	3,243	1,113	5,55,907	5,680	...	56,871	5,82,098
13,587	479	...	...	35	14,101	...	413	16,397	30,397
5,33,134	**2,532**	**29,951**	**3,243**	**1,148**	**5,70,008**	**5,680**	**413**	**73,268**	**6,12,495**
...	...	...	...	...	...	46,102	...	...	46,102
...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	600	600
...	...	...	...	...	...	9,526	...	960	10,486
...	**...**	**...**	**...**	**...**	**...**	**55,628**	**...**	**1,560**	**57,188**
1,06,424	89	...	...	550	1,07,063	17,315	54	252	1,24,045
5,612	35	620	...	250	6,517	108	...	...	5,720
1,12,036	**124**	**620**	**...**	**800**	**1,13,580**	**17,423**	**54**	**252**	**1,29,765**
...	...	...	...	...	...	...	...	...	2,54,037
...	...	...	...	...	...	...	...	...	251
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	16,103
...	...	...	...	...	...	...	...	...	27
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	5,834
...	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**2,76,252**
7,82,997	**10,276**	**84,748**	**3,243**	**3,394**	**8,84,658**	**2,02,752**	**4,543**	**1,48,273**	**14,14,817**

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on*

Objects of Expenditure.	Expenditure of					
	In Institutions managed					
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance	Provincial Grants.	Municipal Rates.
1	17	18	19	20	21	22
					Rs.	Rs.
Arts Colleges.						
UNIVERSITY EDUCATION. English ...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Oriental ...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
UNIVERSITY EDUCATION. Law ...	...	...	...	...	...	...
UNIVERSITY EDUCATION. Engineering ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Secondary Schools.						
SCHOOL EDUCATION, GENERAL. For Boys ... Middle English ...	1	106	109	84	...	456
SCHOOL EDUCATION, GENERAL. For Boys ... Middle Vernacular ...	18	1,153	1,284	1,041	156	12,895
SCHOOL EDUCATION, GENERAL. For Boys ... Schools ...	4	558	496	385	...	2,873
SCHOOL EDUCATION, GENERAL. For Girls ... High Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls ... Middle English ...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls ... Schools Vernacular ...	1	29	26	21	...	600
Total ...	24	1,846	1,915	1,531	156	16,824
Primary Schools.						
SCHOOL EDUCATION, GENERAL. For Boys ...	92	4,061	3,840	3,084	...	11,461
SCHOOL EDUCATION, GENERAL. For Girls ...	22	610	578	420	...	4,294
Total ...	114	4,671	4,418	3,504	...	15,755
Schools for Special Instruction.						
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial Schools ...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools ...	1	31	34	20	...	300
Total ...	1	31	34	20	...	300
Buildings ...	...	...	...	...	...	1,284
Furniture and Apparatus (Special Grants only) ...	...	...	...	...	...	299
Total ...	...	...	...	...	...	1,583
Inspection ...	...	...	...	...	...	...
Scholarships held in ... Arts Colleges ...	...	...	...	...	...	...
Scholarships held in ... Professional Colleges ...	...	...	...	...	...	...
Scholarships held in ... Secondary Schools ...	...	...	...	...	...	...
Scholarships held in ... Primary Schools	...	...	...	...	...	...
Scholarships held in ... Special Schools other than Training Schools.	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Grand Total ...	139	6,548	6,367	5,055	156	34,462

TABLE VII.

Public Instruction North-Western Provinces and Oudh for the official year 1898-99—(concluded).

Municipal Boards on Public Instruction.									
by Municipal Boards.					In Institutions managed by—			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	200	...	4,664	4,864	6,276
...	...	...	...	...	...	...	28	28	88
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	200	...	4,692	4,892	6,364
2,000	1,904	13	408	4,781	12,233	...	15,090	27,779	1,77,688
1,596	12,443	33	...	27,123	3,580	624	8,443	25,542	62,255
...	359	...	...	3,232	...	6,996	580	10,449	1,49,538
...	...	...	...	...	...	...	489	489	3,559
...	...	...	...	...	...	...	400	400	8,565
480	...	...	...	1,080	...	...	...	600	1,299
4,076	14,706	46	408	36,216	15,813	7,620	25,002	65,259	4,02,904
...	337	...	3	11,801	2,211	2,053	5,592	21,317	6,03,415
413	...	...	...	4,707	...	479	2,162	6,935	37,332
413	337	...	3	16,508	2,211	2,532	7,754	28,252	6,40,747
...	...	...	...	...	...	...	...	...	46,102
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	600
...	...	...	...	300	...	...	427	727	11213
...	...	...	...	300	...	...	427	727	57,915
54	...	...	53	1,391	...	89	506	1,879	1,25,924
...	10	...	...	309	4	35	106	444	6,164
54	10	...	53	1,700	4	124	612	2,323	1,32,088
...	...	...	...	...	...	...	...	...	2,54,037
...	...	...	...	...	...	...	...	516	767
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,938	18,041
...	...	...	...	...	...	...	...	24	51
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	864	6,698
...	...	...	...	...	...	...	...	3,342	2,79,594
4,543	15,053	46	464	54,724	18,228	10,276	38,487	1,04,795	15,19,612

EDUCATION—GENERAL TABLE VIII FOR MALES.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1898-99.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government	34	801	91	549	55	106	1,208	7,406	3,209	3,051	14,874	
2. Managed by Local or Municipal Boards ...	152	1,687	...	1,671	16	...	...	8,438	19	1,404	9,861	
3. Aided by Government or by Local or Municipal Boards.	39	1,909	263	1,186	431	29	12,969	380	52,509	146,121	2,11,979	
4. Unaided	31	681	140	297	70	174	...	...	17,895	4,710	22,605	

EDUCATION—GENERAL TABLE VIII FOR FEMALES.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1898-99.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	18	*1,115	1	733	367	...	3,576	1,296	39,788	1,11,894	1,56,554	* Fourteen are infants and not reading in the school.
4. Unaided	10	†725	11	621	91	...	...	...	29,959	6,396	36,355	† Two not reading in school.

GENERAL

Return of Colleges, Schools, *and* Scholars *in the North-Western*

(For Europeans

Class of Institutions.	Public Institutions								Grand Total of public institutions.	Grand Total of scholars on the 31st of March.
	Under Private Management.									
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.					
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	2	3	4	5	6	7	8	9	10	11
Arts Colleges.										
UNIVERSITY EDUCATION.										
English	...	...	...	...	1	8	7	7	1	8
Total ...	...	...	...	...	1	8	7	7	1	8
Secondary Schools.										
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ...	14	1,589	1,587	1,478	2	54	15	15	16	1,643
For Boys. Middle Schools English ...	1	168	154	133	...	...	...	...	1	168
For Girls. High Schools ...	11	998	1,011	925	2	83	93	90	13	1,081
For Girls. Middle Schools English ...	2	114	127	107	...	...	...	...	2	114
Total ...	28	2,869	2,879	2,643	4	137	108	105	32	3,006
Primary Schools.										
For Boys	6	167	158	124	...	...	...	...	6	167
For Girls	8	319	372	314	3	69	58	47	11	388
Total ...	14	486	530	438	3	69	58	47	17	555
Schools for Special Instruction.										
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	1	4	6	6	...	...	...	...	1	4
Total ...	1	4	6	6	...	...	...	...	1	4
Total of Colleges and Schools of Public Instruction.	43	3,359	3,415	3,087	8	214	173	159	51	3,573

TABLE III.

Provinces and Oudh for the official year 1898-99.

and Eurasians)

Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
12	13	14	15	16	17	18	19	20	21	22
8	1	1	8	...	...	...	...	...	...	
8	1	1	8	...	...	...	...	...	...	
1,643	458	1,064	1,597	3	28	5	10	169	...	
168	...	57	165	3	...	...	...	65	...	
1,081	271	457	1,067	8	2	4	...	...	88	
114	...	72	103	2	1	...	8	...	44	
3,006	729	1,650	2,932	16	31	9	18	234	132	
167	...	51	163	4	...	...	...	80	...	
388	2	72	385	...	1	...	2	...	152	
555	2	123	548	4	1	...	2	80	152	
4	...	...	4	...	...	...	...	...	...	
4	...	...	4	...	...	...	...	...	...	
3,573	732	1,774	3,492	20	32	9	20	314	284	

GENERAL

Return of Expenditure *on Public* Instruction *in the*

(For Europeans

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, High Schools	38,690	...	820	64,592	5,087	34,428	1,43,617
For Boys, Middle Schools (English) ...	4,144	...	720	162	1,831	213	7,070
For Girls, High Schools	35,223	...	446	60,926	5,223	28,426	1,30,244
For Girls, Middle Schools (English) ...	4,273	...	340	4,084	4,334	1,670	14,701
Total ...	82,330	...	2,326	1,29,764	16,475	64,737	2,95,632
Primary Schools.							
For Boys	3,396	...	240	2,439	151	3,421	9,647
For Girls	7,938	...	498	4,100	4,060	1,597	18,193
Total ...	11,334	...	738	6,539	4,211	5,018	27,840
SCHOOLS EDUCATION, SPECIAL.							
Schools for Special Instruction.							
Training Schools for Mistresses ...	3,644	...	...	1,854	...	...	5,498
Total ...	3,644	...	...	1,854	...	...	5,498
Buildings	20,743	...	...	10,812	2,192	14,757	48,504
Furniture and Apparatus (Special grants only)	...	...	...	6,774	384	1,950	9,108
Total ...	20,743	...	...	17,586	2,576	16,707	57,612
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN							
Secondary Schools...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction,	1,18,051	...	3,064	1,55,743	23,262	86,462	3,86,582

TABLE IV.

North-Western Provinces and Oudh for the official year 1898-99.

and Eurasians.)

Institutions.									
management,				Total Expenditure from—					
Unaided.									Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,568	...	...	1,568	...	...	...	1,568	...	1,568
1,568	...	...	1,568	...	...	...	1,568	...	1,568
6,750	...	...	6,750	38,690	...	820	71,342	39,515	1,50,367
...	...	...	...	4,144	...	720	162	2,044	7,070
23,990	...	...	23,990	35,223	...	446	84,916	33,649	1,54,234
...	...	...	...	4,273	...	340	4,084	6,004	14,701
30,740	...	...	30,740	82,330	...	2,326	1,60,504	81,212	3,26,372
...	...	...	...	3,396	...	240	2,439	3,572	9,647
1,050	1,878	90	3,018	7,938	...	498	5,150	7,625	21,211
1,050	1,878	90	3,018	11,334	...	738	7,589	11,197	30,858
...	...	...	...	3,644	...	...	1,854	...	5,498
...	...	...	...	3,644	...	...	1,854	...	5,498
1,845	...	...	1,845	20,743	...	...	12,657	16,949	50,349
...	...	...	...	...	...	...	6,774	2,334	9,108
1,845	...	...	1,845	20,743	...	...	19,431	19,283	59,457
...	...	...	...	...	...	...	...	...	...
...	...	...	....	1,890	...	...	...	390	2,280
...	...	...	...	...	...	...	6,577	7,659	14,236
...	...	...	...	1,890	...	...	6,577	8,049	16,516
35,203	1,878	90	37,171	1,19,941	...	3,064	1,97,523	1,19,741	4,40,269

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

(For Europeans

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided, English	15	1,757	138	8	146	514	63	577
For Boys ... Unaided, English	2	54	10	...	10	20	...	20
Total ...	17	1,811	148	8	156	534	63	597
For Girls ... Aided, English	13	1,112	...	69	69	6	328	334
For Girls ... Unaided, English	2	83	...	15	15	...	40	40
Total ...	15	1,195	...	84	84	6	368	374
Total, Secondary Schools ...	32	3,006	148	92	240	540	431	971
Primary Schools—								
For Boys, Aided	6	167	...	...	...	...	...	...
Total ...	6	167	...	...	...	...	...	...
For Girls ... Aided	8	319	...	...	...	...	...	...
For Girls ... Unaided	3	69	...	...	...	...	...	...
Total ...	11	388	...	...	...	...	...	...
Total, Primary Schools ...	17	555	...	...	...	...	...	...
Grand Total ...	49	3,561	148	92	240	540	431	971

TABLE V.

Education in the North-Western Provinces and Oudh at the end of the official year 1898-99.

and Eurasians.)

Upper Primary Stage.			Lower Primary Stage						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total.
460	79	539	256	57	313	155	27	182	1,523	234	1,757
13	...	13	11	...	11	...	...	...	54	...	54
473		552	267	57	324	155	27	182	1,577	234	1,811
28	294	322	37	191	228	61	98	159	132	980	1,112
...	17	17	...	8	8	...	3	3	...	83	83
28	311	339	37	199	236	61	101	162	132	1,063	1,195
501	390	891	304	256	560	216	128	344	1,709	1,297	3,006
23	12	35	30	27	57	34	41	75	87	80	167
23	12	35	30	27	57	34	41	75	87	80	167
31	57	88	29	65	94	59	78	137	119	200	319
2	9	11	13	6	19	18	21	39	33	36	69
33	66	99	42	71	113	77	99	176	152	236	388
56	78	134	72	98	170	111	140	251	239	316	555
557	468	1,025	376	354	730	327	268	595	1,948	1,613	3,561

ORDERS OF GOVERNMENT.

No. $\frac{441}{\text{XV}-\frac{48}{7}\cdot7}$ OF 1899.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Naini Tal, the 8th September 1899.

READ—

The General Report on Public Instruction in the North-Western Provinces and Oudh for the year ending 31st March 1899, submitted by the Director of Public Instruction.

OBSERVATIONS.—The submission of the report under review, which is due under rule on 15th September, has been expedited at the request of Government, and it was received in the Secretariat on 21st August. The report for the year ending 31st March 1897 contained a detailed account of the progress of education in the quinquennial period preceding that date. The report for 1898-99, like that for 1897-98, deals only with the results of the administration of the Department during the twelve months.

2. The results of the year may be briefly summarized in the following remarks. The number of scholars in public and private institutions increased by 21,653 (from 356,431 in 1897-98 to 378,084); the number of institutions by 225 (from 12,912 in 1897-98 to 13,137); and the expenditure by Rs. 43,928 (from Rs. 36,74,029 in 1897-98 to Rs. 37,17,957). The actual increase in the expenditure on colleges and schools was Rs. 78,115 (which includes an increased expenditure of Rs. 48,825 on the Thomason Civil Engineering College, Roorkee), but this is reduced by a diminution in the outlay on scholarships and other charges. The greater part (18,028) of the increase in scholars is under boys in primary schools: the number of girls also in primary schools increased appreciably, and, though there was a reduction in the attendance of girls at public middle schools, the Director points out that this is due to the number of these schools being reduced, and that there is really an increase in the number of girls in the middle stage. The percentage of scholars of both sexes to the population of school age (according to the census of 1891) was 5·38, against 5·07 in 1897-98 and 5·02 in 1896-97. The Director draws attention to the satisfactory increase (Rs. 69,570) in the amount derived from fees, and observes that 22 per cent. of the public and private expenditure on education is met from this source. In reference to the state of education in different parts of the Provinces, the report shows that Fyzabad and Gorakhpur, which were remarked on last year by Government as the two most backward divisions, have each an increased percentage (7·4 against 6·9 and 7 against 5·8) of male scholars to male population of school-going age; and that the more backward tracts generally are receiving the special attention of the Department.

3. The average enrolment and the total expenditure on colleges were 1,345 and Rs. 3,59,686, against 1,408 and Rs. 3,59,631 in the previous year. Of the expenditure, Rs. 1,57,298 were defrayed from public funds, the remainder being met from fees and other sources. The chief reason of the decrease in the number of students appears to be the recent provision of collegiate education in several Native States, which used to send their advanced students to these Provinces. In the M.A. and D.Sc. examinations the number of candidates and passes (32 and 18) were both somewhat less than in the previous year. In the B.A. and B.Sc. examinations there were 274 candidates; of these, 1 only was entered for the B.Sc. examination, and he failed to pass in it. The Government expressed regret last year that the science course was in such disfavour, and the Director now explains that "the rules of the High Court, which refuse recognition to graduates in science, are responsible for the unpopularity of the purely scientific course for the B.Sc. degree." The Government is enquiring how far the rules of the High Court, refusing recognition for purposes of a legal career to graduates in science, can be modified so as to extend to the scientific course the measure of recognition which it may fairly claim as a training for the mind. It is observed that, notwithstanding the existing drawbacks, a considerable increase took place in the number of students of science at the Muir Central College, where 24 students of the third year class took up physics and 16 chemistry, and it is anticipated that the construction of new class rooms and laboratories may attract students of science from outside the College.

4. The Director had received no report from the Muhammadan Anglo-Oriental College, Aligarh, previous to the preparation of the Provincial report, in which therefore he was unable to deal with this important institution. The non-submission of the College report, and incompleteness of the returns, are doubtless accounted for by the illness of the Principal, which, the Lieutenant-Governor and Chief Commissioner learns as this sentence is being written, ended in Mr. Beck's death. A greater loss to the cause of Muhammadan education in these Provinces could not have happened, coming so soon after the death of the founder of the College, Sir Saiyid Ahmad, and before the College had quite surmounted the difficulties thereby entailed. The death of Mr. Beck is a specially regrettable event. It will require exceptional prudence, unanimity, and resolution on the part of the Muhammadan leaders to prevent the consequences of the double loss from being disastrous to the College.

5. The total number of Anglo-Vernacular schools for boys was 202 in 1898-99, against 219 in 1897-98, and the average daily attendance was 21,343 against 21,763. The Director states that in some cases the decrease of schools was only nominal, being due to the incorporation of branch schools with the secondary schools of whose primary section they form a part. As regards the attendance, it is intelligible that the assimilation of courses in the lower sections of Anglo-Vernacular and Vernacular schools has made it easy for boys to begin their education at Vernacular schools close to their own homes, instead of

attending more distant Anglo-Vernacular schools. The expenditure on Anglo-Vernacular schools was defrayed as follows :—

Year.	From Provincial revenues.	From Local funds.	From Municipal funds.	From fees.	From other sources.
	Rs.	Rs.	Rs.	Rs.	Rs.
1897-98	69,982	1,83,392	58,592	3,06,639	1,44,896
1898-99	67,165	1,94,360	55,008	3,06,609	1,55,562

In State schools the maximum rates of fees, which were prescribed by Government Orders of 1895, subsequently modified owing to the omission of English from the curriculum of the lower primary classes, has now been reached, and the average fee paid per scholar stands at Rs. 14 per annum. The average fee in aided schools is Rs. 11, and in recognised unaided schools Rs. 8. But fees in some unrecognised unaided Anglo-Vernacular schools (as in some unaided colleges) are much lower. The results of the teaching in State and aided and recognised Anglo-Vernacular schools, as shown by the examinations, were better than in the preceding year, the number of passes in the Entrance, School Final, and English Middle examinations being 358 and 486, 117 and 157, and 814 and 1,003 in 1897-98 and 1898-99 respectively. It is satisfactory to observe that, though the number of candidates appearing from these schools at the Entrance examination fell from 943 to 907, the number appearing at the School Final examination rose from 229 to 276. The Senate of the University have recently decided that a higher fee should be levied at the Entrance examination from private candidates than from those sent up by public or recognised schools.

Since the close of the year under report, a committee of officials and educational experts sitting at Allahabad has considered the defects in the school courses which were noticed in last review, as well as others which came under His Honor's observation during his cold weather tour. After considering the recommendations of the committee, the Government has directed that the number of examinations should be reduced by the abolition of the lower primary and the Anglo-Vernacular lower middle examinations, and also that certain changes should be made in the curriculum of study in Anglo-Vernacular and Vernacular schools. These measures will, however, more properly be noticed in dealing with the year now current.

6. Secondary vernacular education is not now widespread. The number of scholars in the middle sections of Vernacular middle schools for boys, which had declined from 6,024 in 1896-97 to 5,491 in 1897-98, stood at 6,032 in 1898-99. Something has been done during the year to remove the inequality of the fee rates in force in different places for Vernacular middle schools, and to assimilate the rates generally to the approved scale contained in paragraph 28 of the Manual of General Orders of the Education Department. It does not appear to the credit of the District Board, Moradabad, that they should have rejected in this matter the advice both of the educational officers

and of the Commissioner of the Division. In Mirzapur also the fees are very low.

7. The following figures show the number of primary schools for boys:—

			1897-98.	1898-99.
Schools managed by District and Municipal Boards.	Upper Primary	...	2,336	2,087
	Lower „	...	1,980	2,228
	Total	...	4,316	4,315
Aided schools ...	Upper Primary	...	301	348
	Lower „	...	1,182	1,307
	Total	...	1,483	1,655
Unaided (Arabic, Sanskrit, Elementary, &c.)		...	6,027	6,043
	Grand Total	...	11,826	12,013

The number of schools managed by District and Municipal Boards was stationary, though a certain number of them, in which the teaching staff was not sufficient, were removed from the upper primary to the lower primary class. The number of aided schools shows an increase. The total number of scholars in Board schools shows an increase (from 186,849 to 200,532), which is partly due to the admission by many District Boards of little girls under 8 to be taught in boys' lower primary schools. With regard to the question of fees, the Director remarks that complete uniformity is not to be desired: but the few districts which levy no fee at all for primary education, and especially those which levy none in the upper primary classes, should be able to show special reasons. If, as would appear from paragraph 70 of the report, the practice of teachers appropriating fees in addition to their pay subsists only in the districts of Kheri, Gonda, and Fyzabad, a separate report of the circumstances should be submitted by the Director to Government.

The results of the policy of advancing elementary education by means of grants in aid to indigenous schools were noticed in last review as encouraging. In the current year the enrolment in aided boys' primary schools increased from 42,042 to 49,765. But the scheme does not, it is said, maintain an advance made, owing apparently to the defective inspection. There is no doubt that with a larger inspecting staff better progress would be made, and when funds are available, the number of inspecting officers will be increased. In submitting applications for increases, it would be well for the Director to supply a clear statement of the average amount of work to be expected from a Deputy Inspector or Sub-Deputy Inspector.

8. There were 19 students, of whom 4 were non-stipendiary, at the Anglo-Vernacular Training College for Teachers, Lucknow, on the 31st March 1899, against 21 on the same date in 1898. The total expenditure from local funds was Rs. 4,500, of which Rs. 1,304 were paid as stipends. The year under report shows little advance in the

popularity of the institution, but since the close of the year a marked change for the better has taken place. The number and value of the stipends have been increased, and other improvements in the College are about to be carried out. It has been decided to remove the College to Allahabad, where a site for the new buildings has been selected; and the Government of India have been addressed in view to strengthening the teaching staff. The Government notices with satisfaction the high terms in which the services of Mr. Kempster, the Principal of the College, are spoken of by the Circle Inspector and by the Director.

As in the previous year, there were three normal schools: the number of scholars shows little variation, but the results at the certificate examination were better than in previous years. Since the end of the year a fourth normal school has been opened at Moradabad.

9. The new regulation of the University came in force from the beginning of the current year, which lays down that only those persons who have prosecuted a course of study in a school of law for two years after having passed the B.A. or B.Sc. examination may be admitted to the examination for the degree of Bachelor in Laws. The number of students in law classes, which had fallen from 366 in 1896-97 to 260 in 1897-98, rose again to 372 in the year under report. The expenditure from public funds on each legal student at the Queen's College, Benares, is most excessive, but this subject is under the consideration of Government in separate correspondence. At the Agra Medical School there was a slight decrease in the number of men (195), and a slight increase in the number of women (64), on the rolls. The total number of students at the Thomason Civil Engineering College, Roorkee, was 888; the civil students consisted of 98 English and 698 Native students, and the military students of 82 English and 10 native students. The health of the students was satisfactory, and the College continued to progress under the principalship of Colonel Clibborn, I.S.C. The chemical and physical laboratories are now practically complete, and the provision of apparatus for the mechanical and electrical laboratories is proceeding. The new workshops are reported to be fast approaching completion.

The Industrial School at Lucknow was brought into direct connection with the Thomason College, Roorkee, by rules made by Government in 1897. In the year under report the average monthly enrolment fell from 143 to 106. The Director observes that the absence of boarding accommodation keeps away the sons of people not resident in Lucknow. The curriculum of the School is under revision, and further changes in the staff and management of the School are at present being considered by Government. The accounts of the Agricultural School at Cawnpore are generally good, and it is hoped shortly to meet the want, at present felt, of more boarding accommodation.

10. Under the head of Female education the expenditure increased by Rs. 3,410, chiefly from private sources. The number of schools for girls rose from 298 to 329, and the total number of female scholars in them from 11,862 to 12,562; of these, 5,974 are in aided girls' primary

schools. The total number of female scholars in public and private institutions was 18,393, and the percentage of girls attending schools to the female population of school-going age was ·54 against ·49 in 1897-98. The Benares, Agra, and Meerut Divisions are mentioned as having made most progress in the matter of female education during the year.

11. The total number of aided schools for Europeans and Eurasians was 42, as in the previous year. The total expenditure from Provincial revenues was Rs. 93,664, against Rs. 1,00,372 in 1897-98. This reduction, however, is explained by the Director to be due to the separation of the boarding grants from the grants for tuition. The percentage of boys who passed the examinations is still low and unsatisfactory.

As judged by public tests, the results of the teaching in the Colvin School for sons of Taluqdárs at Lucknow were not satisfactory, most of the boys sent up for the Entrance and for the English Middle examinations having failed. Ten more sets of quarters for boarders have been erected at this School, and under the control of Mr. Siddons, who has returned from leave, it is hoped the School will recover lost ground.

The five sub-committees of the Text-book Committee held ten meetings during the year, and there was a general meeting in November. The total number of works considered was 258, or rather less than in 1897-98; of these, a considerable number (119) were approved, either as alternative or sole books of study or for libraries, prizes, &c.

12. An important feature in the educational history of the year is the growth of private enterprise in education. Some aided colleges and schools complain of loss of students, owing to the competition of private adventure institutions which charge lower fees. Parents are taken with the money saving, and ignore the consideration that for less money, only less money's worth can be had. The evil, if evil it be, will bring its own cure. If the education imparted in these private adventure schools does not stand the departmental or university test, the pupils will leave them and go to the schools which do stand the test. Better teaching is the weapon which our public schools must employ against their rivals.

On the whole, the year has been one of progress, and recognition of defects, which, when removed, must lead to a further advance. And for their share in both matters the Director and his officers deserve commendation.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction, North-Western Provinces and Oudh, for information.

Ordered also that a copy be published in the *North-Western Provinces and Oudh Government Gazette.*

L. M. THORNTON,

Secy. to Govt., N.-W. P. and Oudh.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH.

FOR THE YEAR

1899-1900.

ALLAHABAD:

North-Western Provinces and Oudh Government Press.

1900.

GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1899-1900.

INDEX.

CHAPTER I.—INTRODUCTORY.

PARA.		PAGE.
1.	University education	1
2.	School education	*ib.*
3.	Discipline	*ib.*
4.	Extension of education	*ib.*
5.	Supply of trained teachers	1—2

CHAPTER II.—GENERAL SUMMARY.

6.	Number and distribution of schools and scholars	3
7.	Increase in enrolment of the public primary schools	*ib.*
8.	Race and religion of scholars	*ib.*
9.	Percentage of scholars to the population of school-going age	*ib.*
10.	Direct and indirect expenditure from all sources	4
11.	Direct and indirect expenditure from public funds	*ib.*
12.	Distribution of indirect expenditure from all sources	5
13.	Explanation of increase and decrease in expenditure	6
14.	Proportion of expenditure met from various sources	*ib.*
15.	Distribution of expenditure between Government and Aided institutions	*ib.*
16.	Results of public examinations	*ib.*
17.	Fluctuations in the percentages of successful candidates at the University examinations	7
18.	Progress in Anglo-Vernacular and Vernacular schools	*ib.*
19.	Tendency of parents to send girls to primary schools for boys	*ib.*
20.	Increase in number of private institutions	*ib.*
21.	Action of District and Municipal Boards	*ib.*
22.	Work done by Missionary Societies	7—8
23.	Private schools	8
24.	Percentage of children under instruction	*ib.*
25.	Percentage of boys in the secondary stage of instruction	9
26.	Percentage of boys in the primary stage	*ib.*
27.	Percentage of girls under instruction in public institutions	9—10

CHAPTER III.—CONTROLLING AND INSTRUCTING AGENCIES.

28.	Changes in controlling agency	11
29.	Changes in instructing agency	*ib.*
30.	Tours of inspecting officers	*ib.*
31.	The staff of Sub-Deputy Inspectors	12
32.	Inspection of schools by official members of District Boards	*ib.*
33.	Inspections of schools by non-official members of District Boards	*ib.*

CHAPTER IV.—UNIVERSITY OR COLLEGIATE EDUCATION.

34.	New regulations for the B. Sc. degree	13
35.	Teaching of classical languages in colleges and schools	*ib.*
36.	The exclusion of candidates under 16 years of age from the examinations for matriculation	*ib.*
37.	Statistics of colleges	14
38.	Enrolment and expenditure in Arts colleges	*ib.*
39.	Expenditure on establishment and contingencies	*ib.*
40.	The M. A. and D. Sc. examinations	15
41.	The B. A. and B. Sc. examinations	15—16
42.	Failures in each subject at the B. A. and B. Sc. examinations	16
43.	The Intermediate examination	16—17
44.	Failures in each subject at the intermediate examination	17

PARA.		PAGE.
45.	Extracts from the Principal's report on the Muir College	17—18
46.	The Muir College laboratories	18
47.	Boarding-house attached to the Muir College	*ib.*
48.	The Principal's remarks on the Queen's College, Benares	*ib.*
49.	Fees in Government colleges	18—19
50.	The promotion of education by private enterprise in conjunction with Government ...	19
51.	Remarks on the Canning College, Lucknow	*ib.*
52.	Irregular attendance of students whose names have been sent up for the University examinations	*ib.*
53.	Results of the Intermediate class	19—20
54.	Extracts from the Principal's report on the Agra College	20
55.	Extracts from the Principal's report on the Muhammadan Anglo-Oriental College, Aligarh	*ib.*
56.	Meerut College	*ib.*
57.	Bareilly College	20—21
58.	Christ Church College, Cawnpore	21
59.	St. John's College, Agra	*ib.*
60.	The Kayasth Pathshala, Allahabad	*ib.*
61.	The Central Hindu College, Benares	21—22
	The Oriental College and Departments.	
62.	Expenditure on establishment and contingencies	22
63.	Sanskrit College, Benares	22—23
64.	The Anglo-Sanskrit Department	23
65.	Sanskrit and Hindi Manuscripts	*ib.*
66.	The Mulla Examination	*ib.*
	CHAPTER V.—SECONDARY SCHOOLS.	
67.	Number of schools and scholars	24
68.	Changes in Secondary schools	24—25
69.	Curricula for Anglo-Vernacular and Vernacular Schools	25
70.	Stages of instruction in Public Secondary Anglo-Vernacular and Vernacular schools for boys	*ib.*
71.	Expenditure on Anglo-Vernacular Secondary Schools for boys	26
72.	Ditto Vernacular ditto	27
73.	Fees	27—28
74.	Scholarships in Anglo-Vernacular schools	28—29
75.	Scholarships in Vernacular Middle schools	29
76.	Results of examinations	30
77.	Failures at the Entrance Examination	30—31
78.	Schools passing more than 60 per cent. of their candidates at the Entrance and School Final Examinations	31
79.	English Middle Examination	*ib.*
80.	Remarks on the English Middle Examination	31—32
81.	Unsuccessful schools	32
82.	Results of Vernacular Middle Examination	32—34
83.	Boarding-houses	34
84.	Conduct of scholars	34—35
85.	General progress of education	35
86.	The teaching of classical languages in schools	*ib.*
87.	The standard in Vernacular schools	*ib.*
88.	School buildings and apparatus	*ib.*
89.	Accommodation in Vernacular Middle Schools	35—36
90.	Supply of teachers	36
91.	Want of a Normal School in Kumaun	*ib.*
	CHAPTER VI.—PRIMARY SCHOOLS.	
92.	Number of schools and scholars	37
93.	Expenditure on Anglo-Vernacular and Vernacular Primary Boys schools ...	37—38
94.	Vernacular Primary Schools managed by District Boards	39—41
95.	Fees	41
96.	The instruction given in Vernacular schools	*ib.*
97.	Physical education	41—42
98.	Aided Vernacular Primary schools	43
99.	Absence of progress in Pilibhit district	43—44
	CHAPTER VII.—TRAINING SCHOOLS FOR TEACHERS.	
	SECTION A.—*Anglo-Vernacular Training College.*	
100.	Number of scholars	44
101.	Expenditure	*ib.*

PARA.		PAGE.
102.	Results of examinations ...	44—45
103.	Employment of teachers ...	45
	SECTION B.—*Normal Schools for Male Teachers.*	
104.	Statistics of Normal schools	*ib.*
105.	Results of examinations ...	45—46
	SECTION C.—*Normal Schools for Female Teachers.*	
106.	The Female Normal School, Sigra	46
	CHAPTER VIII.—PROFESSIONAL AND TECHNICAL EDUCATION.	
	SECTION A.—*Law classes.*	
107.	The statistics of law classes	47
108.	Remarks by Mr. Cordeux on Law Examinations ...	47—48
	SECTION B.—*Medical Education.*	
109.	Agra Medical School	48
	SECTION C.—*Thomason Civil Engineering College, Roorkee.*	
110.	Number of College students	48—49
111.	Civil and Electrical Engineer class	49
112.	Upper Subordinate classes	*ib.*
113.	Lower Subordinate classes	*ib.*
114.	Draftsmen and computors class	*ib.*
115.	Mechanical Apprentice classes	50
116.	Industrial classes	*ib.*
117.	Applied Science Department	*ib.*
118.	Ferrotype and Process Department	*ib.*
119.	College Excursions	*ib.*
120.	Conduct of students	*ib.*
121.	Health of students	*ib.*
122.	Religious denominations of the staff and students	*ib.*
123.	Laboratories	50—51
124.	Workshops	51
	SECTION D.—*Industrial Schools.*	
125.	Number and distribution of scholars	51—52
126.	Employment of pupils of the school	52
127.	Other Industrial schools	*ib.*
	SECTION E.—*Agricultural School, Cawnpore.*	
128.	Statistics of the school	*ib.*
129.	Practical work	52—53
130.	Examination results	53
	CHAPTER IX.—FEMALE EDUCATION, NATIVE.	
	SECTION A.—*General.*	
131.	Statistics of the schools	54
132.	Girls reading in Vernacular Primary Schools for Boys	*ib.*
	SECTION B.—*Anglo-Vernacular Schools and Colleges for Girls.*	
133.	Statistics of Anglo-Vernacular Schools and Colleges for Girls	55
134.	Middle English examination	*ib.*
	SECTION C.—*Middle Vernacular Schools for Girls.*	
135.	Statistics of Middle Vernacular Schools for Girls	*ib.*
136.	The work done by the London Mission Orphanage, Mirzapur	55—56
137.	Statistics of Primary Vernacular Schools for Girls under public management	56
138.	Statistics of Aided Vernacular primary schools	57
139.	Statistics of Unaided schools	*ib.*
	CHAPTER X.—EDUCATION OF SPECIAL CLASSES.	
	SECTION A.—*Europeans and Eurasians.*	
140.	Number and distribution of schools and scholars	58
141.	Expenditure	59
142.	Results of examinations	59—60
143.	The teaching in boys' schools	60—61
144.	The women's training classes	61
145.	Classification of aided schools according to management	61—62
	SECTION B.—*Muhammadans.*	
146.	Number of Hindus and Muhammadan scholars	62

PARA.		PAGE.
	SECTION C.—*Colvin School for sons of Taluqdárs.*	
147.	Abstract of report	62—63
	CHAPTER XI.—PRIVATE INSTITUTIONS.	
148.	Statistics of private institutions	64
	CHAPTER XII.—PHYSICAL AND MORAL TRAINING.	
149.	Physical training in schools	65
150.	Religious instruction	*ib.*
	CHAPTER XIII.—THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.	
151.	The Provincial Text-book Committee	66
152.	Distribution of books among the various Sub-Committees	66—67
153.	Sir W. Lee Warner's Citizen of India	67
154.	Text-books for instruction in the classical languages of India	*ib.*
155.	Preparation of an agricultural primer	67—68
156.	Establishment of book depôts	68
	GENERAL TABLES, NOS. I TO VIII.	
1.	Abstract of number of institutions and attendance	70
2.	Abstract of expenditure	71—72
3.	Details of institutions and attendance	73—75
4.	Details of expenditure	76—79
5.	Classification of scholars	80—81
6.	Results of examinations	82—83
7.	Distribution of Local and Municipal Expenditure	84—87
8.	Return showing the attendance and expenditure in hostels for males and females ...	88—89
	GENERAL TABLES, NOS. III TO V—RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.	
3.	Details of institutions and attendance	90—91
4.	Details of expenditure	92—93
5.	Classification of scholars	94—95

ERRATA.

ANNUAL REPORT, 1899-1900.

Page.	Paragraph.	Detail.
7	21	Line 11, read 'school' for 'schools'.
9	27	Heading of column 4, read 'female' for 'femal'.
16	43	Heading of columns 2, 3, and 4, read 'candidates' for 'course'.
47	107	Line 6, read 'Laws' for 'Law'.
50	118	Line 3, read 'respects' for 'respect'.
65	149	Line 12, omit the second 'has'.
67	152	Heading of column 3, read 'total' for 'totl'.
68	155	Line 6, substitute (,) for (.) after the word 'aures'.

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the year 1899-1900.

CHAPTER I.—*Introductory.*

1. THE following is a summary of the more important events which have occurred in the year under review :—

University Education.—The regulations for the B. A. degree have been amended, and when they come into force candidates for this degree must either take up a classical language or Mathematics. Persian without Arabic is not considered a classical language. The examination in the subject "English" has been divided into two parts. In the first part candidates will be examined in their knowledge of the English language; in the second part they will have to show some acquaintance with the English classics. Candidates for the B. Sc. degree will only have to take up the first part. No further examination in English will be required by the High Court from those candidates who wish to follow the profession of an advocate. The University has also ordered that candidates under 16 years of age shall not be admitted to the Entrance or School Final Examinations.

2. *School Education.*—The Training College has been reorganised and enlarged. A new Normal School has been opened at Moradabad. In accordance with the orders of Government the curricula for Anglo-Vernacular and Vernacular schools have been modified, and the courses of study prescribed in Arithmetic and Geography have been reduced. The English Lower Middle and Lower Primary examinations have been abolished. Drawing has been made a compulsory subject, and will be introduced into all schools as teachers can be procured. Agriculture will form a subject of instruction in the Upper Primary classes of Vernacular schools. Only classes II and IV of these schools will in future be examined at the centre examinations. The Lower Primary and preparatory sections in Government schools will not attend school for more than three hours in the day.

3. *Discipline.*—More stringent rules have been enacted prohibiting the use of keys and unauthorized abridgments in all schools supported or recognised by Government, and an old rule has been revived excluding the pupils of schools at which the Inter-School Rules are not observed from the departmental examinations.

4. *Extension of education.*—Additional grants amounting to Rs. 53,600 have been placed at the disposal of District Boards for the extension of Primary Vernacular education. The result has been that the number of public Primary schools for boys has risen from 6,024 to 6,736, and the number of scholars from 219,908 to 261,086. The inspecting staff has been strengthened by the appointment of 7 additional Sub-Deputy Inspectors. Rules have been sanctioned providing for the establishment of Book Depôts on the Oudh plan in all districts, and when these depôts have been opened they should be of great benefit to boys in backward districts, such as those of Kumaun, who have now often to wait for their books for many weeks.

5. In several districts improved rates of pay have been sanctioned for teachers in the district schools and in the Boards' Vernacular schools, and candidates are in consequence applying in greater numbers for admission to the Normal Schools. These schools are, however, still unequal to supplying all the trained teachers required, nor is there yet any provision for training Vernacular teachers for Kumaun or male teachers for European schools. Hill men will not come to the plains to be trained as teachers, and the inhabitants of the plains have the most intense abhorrence of what one of them described to me as those heterogeneous and hyperborean hilly regions.

CHAPTER II.

—:o:—

GENERAL SUMMARY.

Public Institutions.	Number of scholars on the rolls on 31st March.				Number of institutions.				Expenditure.			
	1899-1900.	1898-99.	Increase.	Decrease.	1899-1900.	1898-99.	Increase.	Decrease.	1899-1900	1898-99.	Increase.	Decrease.
									Rs.	Rs.	Rs.	Rs.
A.—For Males												
Arts Colleges	1,649	1,529	120	...	20	16	4	...	3,89,317	3,73,744	15,573	...
Oriental Colleges	438	436	2	...	4	4	...	...	17,786	17,338	448	...
High Schools	16,669	16,813	...	144	97	97	...	...	7,53,874	7,39,435	14,439	...
Middle Schools	45,412	42,395	3,017	...	384	388	...	4	4,04,410	3,84,935	19,475	...
Primary Schools	261,086	219,908	41,178	...	6,736	6,024	712	...	7,38,779	6,90,323	48,456	...
Total Schools for General Education ...	325,254	281,081	44,173	...	7,241	6,529	712	...	23,04,166	22,05,775	98,391	...
Engineering College	310	284	26	...	1	1	...	...	1,75,693	1,72,797	2,896	...
Schools for Special Instruction ...	3,371	3,324	47	...	55	48	7	...	1,32,878	1,03,816	29,062	...
Total Schools, General and Special ...	328,935	284,689	44,246	..	7,297	6,578	719	...	26,12,737	24,82,388	1,30,349	...
B.—For Females.												
Arts Colleges	27	21	6	...	3	1	2	...	10,431	6,300	4,131	...
High Schools	1,720	1,641	79	...	20	19	1	...	2,16,963	1,90,188	26,775	...
Middle Schools	1,494	1,345	149	...	21	16	5	...	51,370	71,444	...	20,074
Primary Schools	11,421	11,138	283	...	339	319	20	...	96,860	1,10,600	...	13,740
Total Schools for General Education ...	14,662	14,145	517	...	383	355	28	...	3,75,624	3,78,532	...	2,908
Schools for Special Instruction ...	166	68	98	...	3	2	1	...	14,910	5,498	9,412	...
Total, Schools, General and Special ...	14,828	14,213	615	...	386	357	29	...	3,90,534	3,84 030	6,504	...
Total, Public Institutions for Males and Females.	343,763	298,902	44,861	...	7,683	6,935	748	...	30,03,271	28,66,418	1,36,853	...
PRIVATE INSTITUTIONS.												
(*a*)—For Males	79,481	76,669	2,812	...	6,045	6,023	22	...	...	...	...	...
(*b*)—For Females	2,372	2,513	...	141	226	179	47	...	...	...	...	...
Grand Total of Institutions, Public and Private.	425,616	378,084	47,532	...	13,954	13,137	817	...	30,03,271	28,66,418	1,36,853	...
High stage { Boys ...	2,512	2,497	15	...	Scholarships				98,924	95,381	3,543	...
{ Girls ...	147	123	24	...	Other charges				14,02,953	7,56,158	6,46,795	...
Middle stage { Boys ...	16,910	16,371	539	...	Grand Total of Expenditure ...				45,05,148	37,17,957	7,87,191	...
{ Girls ...	657	667	...	10	Expenditure from Provincial Revenues ...				10,44,974	7,16,623	3,28,351	...
Upper Primary stage { Boys ...	38,204	35,025	3,179	...	Expenditure from District Funds				14,02,812	14,14,817	...	12,005
{ Girls ...	1,236	1,386	...	150	Expenditure from Municipal Funds				1,12,331	1,04,795	7,536	...
Lower Primary and Preparatory stage. { Boys ...	263,081	224,758	38,323	...	Tuition fees				11,99,887	8,32,493	3,67,394	...
{ Girls ...	15,055	12,413	2,642	...	Examination fees							
Total ... { Boys ...	320,707	278,651	42,056	...	Boarding fees							
{ Girls ...	17,095	14,589	2,506	...	Other sources				7,45,144	6,49,229	95,915	...
					Total ...				45,05,148	37,17,957	7,87,191	...

6. The total number of boys at schools for general education in these provinces has increased from 278,651 to 320,707, or in other words, by 15 per cent. approximately; and the number of girls at school has increased from 14,589 to 17,095, or approximately by 17 per cent. The expenditure has increased from Rs. 37,17,957 to Rs. 45,C5,148. But nearly half of this increase is covered by the increase in fee receipts. The greater part of the remainder has been met from Provincial Revenues. The increase in the number of scholars occurs almost entirely in the Primary stages. There has been a very slight decrease in the number of girls in the Middle and Upper Primary stages.

7. The most striking feature in the preceding tabular statement is the large increase in the enrolment of the public Primary schools. This is of course due to the extension of the grant-in-aid system to schools which formerly received no assistance from the state. It is certain that these schools will eventually adopt the curriculum prescribed for the Boards' Vernacular schools; in fact most of them have already done so. Thus imperfect and incomplete systems of indigenous education will in time be replaced by the methods which have done so much for the labouring classes in Europe. At the same time these schools will require to be very carefully watched by the Inspecting officers. They are the expression of a partnership for educational purposes between the Government and local bodies or individuals, the exact terms of which have yet to be formulated in the grant-in-aid rules now under consideration. The managers of schools to whom assistance may be given under these rules will understand that the grant is intended to help them in carrying out more effectively a patriotic duty and not to relieve them of any part of their responsibilities. If it is used for the purpose of evading these responsibilities the partnership should terminate. It is quite possible that, at the outset mistakes may be made by the district authorities in giving grants to school managers who have no intention of fulfilling their part of the bargain but such mistakes will be easily rectified. During my inspection tours in Kumaun I have been informed by those who know the division well that there is a real and growing demand for elementary schools. It may be assumed that this is also the case in other parts of the Province, and there are no doubt individuals yet to be discovered who would gladly help in supplying this want. As these men come forward grants may be withdrawn from managers proved to be undeserving, and all the additional funds contributed for the education of the poor will then be utilized in accordance with the intentions of the Government.

8. The race and religion of the scholars and the proportion of each class to the total number are shown in the following table. The features noticed in the last report are again apparent this year. The Hindus continue to improve their position and all the others relatively have fallen back.

Race and religion.	1899-1900,		1898-99.	
	Number of scholars on the rolls on 31st March.	Proportion to total number.	Number of scholars on the rolls on 31st March.	Proportion to total number.
Hindus	324,579	76·23	285,297	75·43
Muhammadans	89,666	21·06	81,425	21·52
Europeans and Eurasians	4,029	·95	3,657	·97
Native Christians	7,227	1·70	7,263	1·92
Miscellaneous races or religions	266	·06	608	·16
Total ...	425,767	100·00	378,250	100·00

9. The percentage of children of school-going age actually at school, according to the census of 1891 has been for the last three years as follows:—

	Boys.	Girls.	Total.
1897-98	9·32	·49	5·07
1898-99	9·87	·54	5·38
1899-1900	11·11	·61	6·05

10. *Direct and Indirect Expenditure from all sources.*

	1900.	1899.
Direct Expenditure.	Rs.	Rs.
Colleges	5,20,397	5,14,043
Schools (General)	21,35,564	20,66,466
Ditto (Special)	89,501	64,074
Total ...	27,45,462	26,44,583
Indirect Expenditure.		
University	58,002	54,346
Direction	50,704	43,087
Inspection	2,49,974	2,54,037
Scholarships	86,949	82,558
Buildings	4,94,337	2,88,999
Apparatus	32,333	21,967
Miscellaneous	4,55,491	81,420
Total ...	14,27,790	8,26,414
GRAND TOTAL ...	41,73,252	34,70,997

11. *Direct and indirect expenditu re from public funds.*

	Provincial and local.		Municipal.	
	1900.	1899.	1900.	1899.
Direct Expenditure.	Rs.	Rs.	Rs.	Rs.
Colleges	3,43,239	3,42,340	5,092	4,892
Schools (General)	11,69,277	11,17,757	99,557	93,123
Ditto (Special)	76,414	58,396	692	727
Total ...	15,88,930	15,18,493	1,05,341	98,742
Indirect Expenditure.				
Direction	50,704	43,087	...	...
Inspection	2,49,974	2,54,037	...	...
Scholarships	36,399	34,597	3,094	2,478
Buildings	4,02,632	2,28,810	818	1,879
Apparatus	16,126	7,190	454	444
Miscellaneous	51,317	5,834	2,612	864
Total ...	8,07,152	5,73,555	6,978	5,665
GRAND TOTAL ...	23,96,082	20,92,048	1,12,319	1,04,407

12. *The distribution of indirect expenditure from all sources on the different kinds of education during the year* 1899-1900 *is shown in the following statement.*

Object.	Kind of education.																					
	University.					Secondary.					Primary.					Special.			Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	...	...	58,002	...	58,002	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	58,002	...	58,002
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	50,704	...	...	...	50,704
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,49,974	...	...	...	2,49,974
Scholarships ...	11,110	600	2,674	24,695	39,079	24,222	2,494	918	18,762	46,396	22	...	...	73	95	1,045	334	1,379	36,399	3,094	3,592	43,864	86,949
Buildings ...	60,741	...	...	3,695	64,436	69,675	687	18,628	65,033	1,54,023	70,049	131	...	2,616	72,796	6,816	915	7,731	4,02,632	818	18,628	72,259	*4,94,337
Apparatus ...	4,521	...	239	898	5,658	2,347	238	5,458	7,265	15,308	7,641	216	16	192	8,065	1,617	1,685	3,302	16,126	454	5,713	10,040	32,333
Miscellaneous ...	1,355	...	743	5,358	7,456	28,305	2,131	2,91,931	71,918	3,94,285	5,789	481	37	83	6,390	2,547	1,963	4,510	51,317	2,612	3,24,203	77,359	†4,55,491
Total ...	77,727	600	61,658	34,646	1,74,631	1,24,549	5,550	3,16,935	1,62,978	6,10,012	83,501	828	53	2,964	87,346	12,025	4,897	16,922	8,07,152	6,978	4,10,138	2,03,522	14,27,792

* Details of Rs. 1,95,351 not given.

† Details of Rs. 42,850, Miscellaneous expenditure under "Direction and Inspection" not given.

13. The increase in the expenditure from Provincial and Local Funds on "Schools General," is chiefly due to the additional grant sanctioned by Government for Primary Vernacular education, to the raising of the pay of Vernacular school teachers, and to the increase in the aid given to European schools. The increase under the head "Special Schools" is due to the opening of a new Normal School at Moradabad and to the inclusion of the statistics of the Agricultural School, Cawnpore, for the first time in the returns. The increase under head "Direction" is due to the fact that the Director drew his full pay for the year, while I officiated for him for three months. There is a corresponding decrease under the head "Inspection." The increase under the head "Scholarships" is due to the increase in the number of scholarships in Secondary Schools. That under the heads "Buildings" and "apparatus" appears to be due to the new building and furniture provided for the Training College, Allahabad; and that under the head Miscellaneous is chiefly on account of boarding charges for the year.

14. The proportion of the expenditure met from public funds has fallen, as a larger part of the cost of education is now defrayed from fees. The share borne by Municipal Boards remains as in former years, but endowments and subscriptions contribute a slightly smaller share as shown by the following figures :—

	1899-1900	1898-99.
From Public funds	57	60
„ Municipal funds	3	3
„ Fees	26	22
„ Endowments, &c.	14	15
Total ...	100	100

15. The distribution of the expenditure among the different classes of institutions is exhibited in the annexed table :—

Class of institution.	Expenditure from—		Total.	Percentage of expenditure defrayed from—		Percentage of expenditure from public funds on each class of institution.
	Public funds.	Other sources.		Public. funds.	Other sources.	
Government.	Rs.	Rs.	Rs.			
Colleges	2,85,196	38,850	3,24,046	88	12	16·8
Secondary	3,41,372	2,13,861	5,55,233	61	39	20·1
Primary	5,80,910	45,676	6,26,586	93	7	34·3
Special	69,364	2,038	71,402	97	3	4·1
Aided.						
Colleges	63,135	1,33,216	1,96,351	32	68	3·7
Secondary	2,28,195	5,24,275	7,52,470	30	70	13·5
Primary	1,18,357	82,918	2,01,275	59	41	7·0
Special	7,742	10,357	18,099	43	57	·5
Total	16,94,271	10,51,191	27,45,462	62	38	100·0

16. The following table, in which the results of the public examinations are briefly summarized, is in some respects very unsatisfactory. There has been a falling off in the number of candidates for the B. A., Intermediate and Entrance examinations, which is not compensated for by the slight increase in the number of candidates for the B. Sc. and School Final examinations.

		1899-1900.	1898-99.
B. A.	Candidates ...	227	282
	Passed ...	120	147
B. Sc.	Candidates ...	7	1
	Passed ...	5	...
Intermediate examination...	Candidates ...	472	546
	Passed ...	143	266
Entrance examination ...	Candidates ...	1,295	1,332
	Passed ...	414	587
School Final	Candidates ...	301	276
	Passed ...	165	157
English Middle ...	Candidates ...	2,701	3,054
	Passed ...	960	1,080
Lower Middle ..	Candidates ...	2,776	3,022
	Passed ...	1,830	1,849
Upper Primary ...	Candidates ...	11,209	11,302
	Passed ...	7,948	7,240
Lower ditto ...	Candidates ...	25,958	24,317
	Passed ...	20,376	18,224

17. The fluctuations in the percentages of successful candidates at the University examinations are still unpleasantly conspicuous; but one difficulty in the way of reform has fortunately disappeared. The examinations are now held in the cold weather and the results are tabulated before the March meetings of the Syndicate. That body is therefore in a better position to exercise control over the examinations, and, if necessary, correct the decisions of examiners—a duty which indeed devolves upon it as the Executive Committee of the Senate. In former years this duty had to be relegated to small sub-committees consisting of such members as were able to be at Allahabad in April or at Naini Tál in May, and these sub-committees were naturally unwilling to alter the marks awarded by the examiners. It was therefore almost impossible to correct undue severity on the part of the latter.

General Progress.

18. No marked progress has been achieved by the schools this year. In some Anglo-Vernacular schools salaries have been raised and several District Boards have revised the rates of pay given in their schools. These measures will doubtless, in time, attract a better class of teachers and are already beginning to bear fruit in the increase in the number of applications for admission to Normal Schools, which a few years ago were regarded with much dislike by village teachers. The Training College continues to turn out a small band of well-trained young men whose services are sought for in Aided as well as in State schools. Steps have also been taken which will enable the boys in village schools to obtain their text-books more readily.

19. Perhaps the most significant sign of progress is the growing tendency of parents to send their little girls to the Vernacular Primary schools for boys. This tendency has become more marked in some districts of the Agra Division, in the Rohilkhand Division and above all in the Fyzabad Division, where the number of girls reading in boy's schools has increased from *nil* to 1,565. It is not to be supposed that it has as yet reached its limit, and we may therefore expect that for some time to come the number of girls reading in boys' schools will continue to increase. They will not, however, get beyond the Lower Primary Standard and most of them will not get as far as that. In order to make provision for the further education of these girls, Pandit Gaindan Lal, the Officiating Inspector of the 4th Circle, suggests that capable and respectable teachers of boy's schools should after they retire be encouraged by District Boards to open schools for girls only. The suggestion certainly seems deserving of trial, as some of the girls would probably have been former pupils of these men. Should it succeed, a very considerable step will have been taken in surmounting the great obstacle to the spread of female education, namely the difficulty of procuring suitable teachers. We might thus possibly obtain a fair number of girl's schools teaching up to the Upper Primary Standard. The education of girls beyond this standard must, it seems to me, be left largely to private teachers and governesses as they would be too old to be sent to schools. My impression is that an increasing amount of educational work, of which, of course, we have no record, is already being carried on in this way.

20. The Inspector of the 4th Circle reports a considerable increase in the number of private institutions giving instruction in Arabic and Persian; a similar but smaller increase is shown in the Allahabad Division. The statistics of these schools are not particularly trustworthy; but if the above figures indicate a greater demand for instruction in the classical languages of India, the movement will deserve to be watched with interest and may be deserving of direct encouragement from the Government.

21. *Action of District and Municipal Boards.*—It cannot be said that District Boards as a whole are showing more active interest in education. The number of visits paid by non-official members to schools is still very small, and these are in some cases purely formal. Boarding-houses are still urgently needed at many town schools. But it is satisfactory to find that there is in the 3rd Circle, at any rate, much less factious opposition to the introduction of necessary reforms. The native gentlemen who take an interest in education are more frequently found on municipal committees, and both at Meerut and Bareilly I was glad to find some old acquaintances still doing good work in supervising the local colleges and schools. The Gorakhpur Municipal Committee has also spent a good deal of money on its Anglo-Vernacular schools, and is said to take a keen interest in its improvement. More attention has also been paid to Vernacular education in municipalities. There are, however, a certain number of committees who think that education may best be promoted by the maintenance of inefficient and useless Anglo-Vernacular schools. The suggestions and criticisms of Inspectors are unheeded, until a District Officer appears on the scene who will not tolerate the scandal, and then the Department is invited to take over the school. It is much to be regretted that the officers whose duty it is to control municipal expenditure permit the waste of public funds involved in the maintenance of such schools.

22. *Work done by Missionary Societies.*—The schools managed by British and American Missionary Societies continue to do most useful work, and among them are

some of the best schools in the Province, *e. g.* the London Mission School at Benares. The managers of these schools appear to be paying increased attention to the supervision of students in hostels and boarding-houses, a branch of educational work which they are well able to take in hand and which seems to me to deserve all possible encouragement. The very serious defects which have been noticed in the character of the average Indian student are due in great measure, to the unwholesome influences to which he is exposed out of school hours. And it will be obvious that very little can be done in the way of counteracting such influences by moral and religious lessons given in school when his mind is chiefly occupied in acquiring such knowledge as may be useful for examination purposes.

23. We are still troubled with a small number of private schools which make a great profession of teaching religion and morality, and illustrate it by pretending to give an English education to boys who are known to have defrauded their former teachers. But the enforcement of an old departmental order excluding the pupils of schools which do not observe the Inter-School Rules from departmental examinations ought to have the effect of mending or ending them.

24. *Statement showing percentage of children under instruction.*

Division.	1898-99.						Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Population.			Scholars.					
	Males.	Females.	Total.	Males.	Females.	Total.			
Agra ...	2,584,236	2,183,523	4,767,759	42,583	2,460	45,043	11·0	·8	6·3
Lucknow ...	3,055,407	2,801,152	5,856,559	39,366	2,680	42,046	8·6	·6	4·8
Fyzabad ...	3,435,344	3,358,928	6,794,272	38,194	1,102	39,296	7·4	·2	3·9
Allahabad ...	2,966,973	2,790,148	5,757,121	46,563	1,763	48,326	10·5	·4	5·6
Benares ...	2,663,056	2,705,718	5,368,774	41,624	1,987	43,611	10·4	·5	5·4
Gorakhpur ...	3,272,232	3,236,294	6,508,526	34,583	1,610	36,193	7·0	·3	3·7
Rohilkhand ...	2,849,106	2,494,568	5,343,674	45,706	3,721	49,427	10·7	1·0	6·2
Meerut ...	2,866,511	2,460,322	5,326,833	60,921	2,454	63,375	14·2	·7	7·9
Kumaun ...	610,736	570,831	1,181,567	10,317	616	10,933	11·3	·7	6·2
Total ...	24,303,601	22,601,484	46,905,085	359,857	18,393	378,250	9·9	·5	5·4
	1899-00.								
Agra ...	2,584,236	2,183,523	4,767,759	44,670	2,843	47,513	11·5	·9	6·6
Lucknow ...	3,055,407	2,801,152	5,856,559	40,071	2,535	42,606	8·7	·6	4·8
Fyzabad ...	3,435,344	3,358,928	6,794,272	47,672	2,895	50,567	9·3	·6	5·0
Allahabad ...	2,966,973	2,790,148	5,757,121	51,765	1,754	53,519	11·6	·4	6·2
Benares ...	2,663,056	2,705,718	5,368,774	43,229	1,630	44,859	10·8	·4	5·6
Gorakhpur ...	3,272,232	3,236,294	6,508,526	48,528	1,616	50,144	9·9	·3	5·1
Rohilkhand ...	2,849,106	2,494,568	5,343,674	51,602	4,521	56,123	12·1	1·2	7·0
Meerut ...	2,866,511	2,460,322	5,326,833	64,336	2,368	66,704	15·0	·6	8·3
Kumaun ...	610,736	570,831	1,181,567	13,124	608	13,732	14·3	·7	7·7
Total ...	24,303,601	22,601,484	46,905,085	404,997	20,770	425,767	11·1	·6	6·1

The preceding statement shows progress in all divisions. The Meerut Division, as was the case last year, still heads the list, Kumaun and Rohilkhand taking the second and third places. The improvement in Gorakhpur and Fyzabad is particularly satisfactory. Fyzabad, which was the most backward in regard to female education, has materially improved its position; Benares, however, has gone back in this respect.

25. *Statement showing percentage of boys in the secondary stage of instruction.*

Division.	1898-99.		1899-1900.	
	Boys in high and middle stages.	Percentage of column (1) to the male population of school-going age.	Boys in high and middle stages.	Percentage of column (3) to the male population of school-going age.
	1	2	3	4
Agra	2,580	·67	2,666	·69
Lucknow	2,237	·49	2,497	·54
Fyzabad	1,391	·27	1,541	·30
Allahabad	2,938	·66	2,986	·67
Benares	2,543	·64	2,303	·58
Gorakhpur	1,314	·27	1,364	·28
Rohilkhand	2,205	·52	2,512	·59
Meerut	2,984	·69	2,847	·66
Kumaun	676	·74	706	·77
Total ...	18,868	·52	19,422	·53

The percentage of boys in the secondary stage still continues highest in the Kumaun Division and is very low in Gorakhpur and Fyzabad. It has, however, improved in these divisions and the only divisions which show retrogression are Benares and Meerut.

26. *Statement showing percentage of boys in the primary stage.*

Division.	1898-99.		1899-1900.	
	1	2	3	4
	Boys in upper and lower primary stages.	Percentage of column (1) to the male population of school-going age.	Boys in upper and lower primary stages.	Percentage of column (3) to the male population of school-going age.
Agra	29,737	7·7	31,518	8·1
Lucknow	31,255	6·8	33,066	7·2
Fyzabad	31,734	6·2	39·930	7·7
Allahabad	32,048	7·2	37,975	8·5
Benares	31,996	8·0	33,707	8·4
Gorakhpur	29,018	5·9	42,786	8·7
Rohilkhand	30,197	7·0	34,684	8·1
Meerut	35,251	8·2	36,103	8·4
Kumaun	8,547	9·3	11,516	12·6
Total ...	259,783	7·1	301,285	8·3

In all the Revenue Divisions the percentage of boys under primary instruction to the male population of school age has increased. The increase is most conspicuous in Kumaun and Gorakhpur.

27. *Statement showing percentage of girls under instruction in public institutions.*

Division.	1898-99.		1899-1900.	
	1	2	3	4
	Total female scholars in public institutions.	Percentage of column (1) to the female population of school-going age.	Total female scholars in public institutions.	Percentage of column (3) to the female population of school-going age.
Agra	1,876	·57	2,295	·70
Lucknow	2,149	·51	2,195	·52
Fyzabad	665	·13	2,379	·47
Allahabad	1,423	·34	1,512	·36
Benares	1,850	·46	1,509	·37
Gorakhpur	1,361	·28	1,242	·26
Rohilkhand	2,922	·78	3,755	1·00
Meerut	1,839	·50	1,793	·49
Kumaun	593	·69	608	·71
Total ...	14,678	·43	17,288	·51

The spread of female education has not been so steady this year as formerly and there is a smaller number of girls in the schools of the Gorakhpur, Benares and Meerut Divisions. On the other hand one girl out of every 100 in Rohilkhand is now at a public school. This is probably the first occasion on which so much could be said in regard to any division in these Provinces.

CHAPTER III.—CONTROLLING AND INSTRUCTING AGENCIES.

28. *Changes in controlling agency.*—Mr. T. C. Lewis, the Director of Public Instruction of these Provinces, was granted three months' privilege leave in the autumn of last year and obtained nine months' furlough in February 1900. The officiating arrangements that were made on both these occasions were the same. I was appointed to officiate for Mr. Lewis, and Mr. Crosse, Inspector of Schools, II Circle, officiated for me as Inspector of Schools, V Circle, and as Inspector of European Schools, and Mr. Bacon, Head Master, Collegiate School, Benares, officiated for him as Inspector of Schools, II Circle.

Mr. H. O. Budden, who was allowed furlough last year, obtained an extension and did not return during the year under report. The arrangements made in consequence of his furlough remained in force till 22nd March 1900, when Babu Gyanendra Nath Chakravarti, M.A., LL.B., Head Master, Government High School, Bareilly, who had been officiating for him, left India on seven months' extraordinary leave, and Pandit Gaindan Lall, B.A., Assistant Inspector of Schools, Meerut Division, was appointed to officiate for Mr. Budden.

29. *Changes in instructing agency.*—The changes under this head refer to the professorial staff of the Muir Central College alone. Mr. H. Cox, Professor of Mathematics, went on eight months' furlough in August 1899, and the Assistant Professor of Mathematics, Babu Umesh Chandra Ghose, M.A., was appointed to officiate for him.

Mr. C. H. Linton, Assistant Professor of English Literature, remained throughout the year on medical leave, and Mr. R. Deefholtz officiated for him as Assistant Professor in the Muir Central College.

30. *Tours of inspecting officers.*—The number of days spent on tour in each district by the Circle and Assistant Inspectors of Schools is shown below :—

Inspector, first Circle.—Agra 27 days, Muttra 26 days, Etah 11 days, Etáwah 13 days, Farrukhabad 7 days, Mainpuri 12 days, Jhánsi 11 days, Jalaun 11 days, Lalitpur 11 days, Bánda 6 days, Hamírpur 6 days; total 141 days.

Inspector, second Circle.—Lucknow 6 days, Bara Banki 8 days, Bahraich 13 days, Gonda 8 days, Fyzabad 13 days, Sultánpur 15 days, Partábgarh 9 days, Rae Bareli 8 days, Unao 16 days, Hardoi 15 days, Sítapur 10 days, Kheri 25 days; total 146 days.

Inspector, third Circle.—Cawnpore 18 days, Fatehpur 10 days, Allahabad 15 days, Jaunpur 10 days, Mirzapur 11 days, Gorakhpur 17 days, Basti 8 days, Azamgarh 11 days, Benares 17 days, Gházipur 10 days, Ballia 2 days; total 129 days.

Inspector, fourth Circle.—Bijnor 8 days, Moradabad 26 days, Budaun 9 days, Bareilly 32 days, Sháhjahánpur 10 days, Pilibhít 8 days, Dehra Dún 19 days, Saháranpur 16 days, Muzaffarnagar 3 days, Meerut 23 days, Bulandshahr 10 days, Aligarh 10 days; total 174 days.

Inspector, fifth Circle.—Almora 14 days, Naini Tal 17 days, Garhwál 12 days, European schools 115 days; total 158 days.

Assistant Inspector, Agra Division.—Agra 29 days, Etah 27 days, Muttra 29 days, Etáwah 31 days, Farrukhabad 31 days, Mainpuri 22 days; total 169 days.

Assistant Inspector, Bundelkhand Division.—Jhánsi 41 days, Jalaun 31 days, Lalitpur 22 days, Bánda 16 days, Hamírpur 31 days, Karwi 30 days; total 171 days.

Assistant Inspector, Lucknow Division.—Lucknow 39 days, Rae Bareli 29 days, Unao 23 days, Sítapur 32 days, Hardoi 36 days, Kheri 48 days; total 207 days.

Assistant Inspector, Fyzabad Division.—Bara Banki 51 days, Fyzabad 35 days, Gonda 36 days, Bahraich 16 days, Sultánpur 22 days, Partábgarh 32 days; total 192 days.

Assistant Inspector, Allahabad Division.—Cawnpore 51 days, Fatehpur 31 days, Allahabad 38 days, Jaunpur 48 days, Mirzapur 23 days; total 191 days.

Assistant Inspector, Benares Division.—Azamgarh 14 days, Basti 13 days, Ballia 13 days, Benares 20 days, Gházipur 32 days, Gorakhpur 17 days; total 109 days.

Assistant Inspector, Rohilkhand Division.—Bijnor 34 days, Moradabad 29 days, Budaun 45 days, Bareilly 31 days, Sháhjahánpur 38 days, Pilibhít 24 days; total 201 days.

Assistant Inspector, Meerut Division.—Dehra Dún 19 days, Saháranpur 26 days, Muzaffarnagar 26 days, Meerut 16 days, Bulandshahr 36 days, Aligarh 34 days; total 157 days.

31. During the year under review, Additional Sub-Deputy Inspectors have been provided for the following districts: Sultánpur, Ballia, Unao, Sítapur, Rae Bareli, Bara Banki and Hardoi. The rule hitherto observed in forwarding applications for an addition to the district inspecting staff is that one man cannot possibly supervise more than 90 schools. But as Mr. Lewis has pointed out this number may, in certain cases, be too high. The new aided primary vernacular schools will require much help from the district inspecting officers before they can be brought up to the standard of the Board's schools. And although the work of these officers at centre examinations will now be less than formerly, they will have to spend much more time at the schools in checking promotions made by the head masters and in watching the progress of the classes not under preparation for the centre examinations, otherwise these classes will be neglected.

32. The official members of the District Board are taking more interest in the progress of the schools under their care.

In the 1st Circle Agra district stands first as regards the inspections made by official and non-official members, Bánda comes next and Jhánsi takes the third place. In Farrukhabad, Mainpuri and Jalaun non-official members seem to take very little interest, as the number of inspections made by them in the first named district is 14, in the second 15 and in the third only five, against 163 in Agra, 34 in Muttra and 30 in Etáwah. The district staff of Jhánsi has shown considerable interest and energy in making inspections.

In the 2nd Circle, among Chairmen, Mr. Pike, Mr. Wyndham and Mr. Way have paid a large number of visits. Among native gentlemen the name of Munshi Abdul Ghani, LL. B., deserves special mention. He has not only visited the schools in his tahsíl but has shown the keenest interest in all matters connected with them.

In the Jaunpur district 101 visits were paid to schools by official members and in the Cawnpore district 91. The only district in the 3rd Circle, for which the figure is not satisfactory, is Allahabad. Great attention is said to have been paid by the Chairman, District Board, Basti, and under his special orders by the officers of the district to the improvement of vernacular schools. Mr. A. C. Chatterji, Secretary of the District Board, Gházipur, is mentioned as having shown interest in vernacular education and has visited more than 20 schools.

In the 4th Circle the official members of the Meerut Board paid a considerable number of visits, the tahsíldárs in this district being particularly active. The Collector of Muzaffarnagar paid 31 visits to schools, and the Collector of Budaun 33. In the other districts, with the exception of Bareilly, very few visits were paid by Chairmen. The other district officials of Budaun also paid a considerable number of visits and the non-official members appear to have followed their example.

In Naini Tal district seven officials are reported to have paid 24 visits between them. In Almora only one District Board member is reported as visiting the schools, *viz.*, P. Badri Datt Joshi. The Sub-Deputy Inspector of Garhwál sends in no report, but in the schools in this district visited by the Inspector he noticed that the Deputy Commissioner, Mr. McNair, had paid visits. The inspector considers that enough interest is not taken in the education of hill children by those who should do so.

33. It is to be regretted that non-official members do very little in the way of visting schools, except in the districts of Meerut and Budaun as abovementioned, to which may also be added Jaunpur, Allahabad and Bareilly. In Agra and in Aligarh there has been some improvement, and in Saháranpur they are said to have been "quite energetic" in making inspections; but this is only relatively true by comparison with their former state of torpor. On the other hand, there are only three non-official members of the Bijnor Board who visited schools, and two members saw only one school each. In Muzaffarnagar only one non-official member made an appreciable number of inspections.

CHAPTER IV.—UNIVERSITY OR COLLEGIATE EDUCATION.

34. It is satisfactory to have to state that the disabilities noticed in the last Annual Report of Science graduates, who look forward to the Law as their profession, have been removed. All candidates for the Bachelor's degree, both in Arts and Science, will in future be required to pass an examination in which their general knowledge of the English language will be tested, but the Science candidates will be excused the additional examination in English Literature, which will be required of candidates for the B. A. degree. It seems only reasonable that Science candidates should have to pass the former examination. They have studied Science through the medium of what is to them a foreign language, and the University may properly ask for guarantees that their knowledge of that language is sufficiently advanced for the study to have been beneficial to them, and that they will be able to read and criticise intelligently such scientific literature in the English language as may afterwards fall in their way. It remains to be seen whether this change will produce, as has been predicted, a greater number of aspirants for the B. Sc. degree. I am inclined to think that one reason why that degree has been so little sought after is that young men who wished to study Science were able to do so with much more comfort under the regulations for the B. A. degree. These regulations which will shortly be repealed allowed a candidate to take up Physics or Chemistry separately or together. If he passed in both and also in English and in Mathematics, he was entitled to both the B. A. and B. Sc. degrees. This system had great attractions for candidates on the lookout for the easiest combinations of subjects, but it also had certain drawbacks. It permitted a fragmentary study of Science limited to one branch at an early period of the student's life when specialization is not generally considered desirable. Moreover, it was impossible to ascertain without further enquiry whether a graduate had obtained his degree for proficiency in literary or scientific subjects. The institution of separate degrees for proficiency in Science subjects no longer renders it necessary that this proficiency should be rewarded by an Arts degree, and some confusion will be avoided if it is recognized, as it eventually will be, that the latter degree indicates proficiency chiefly in literary subjects. The University has ordered that Physics and Chemistry shall, in 1905 and future years, be studied after the Intermediate examination under the same conditions as before, *viz.*, in conjunction with Mathematics; and if the Faculty of Science will avoid the temptation of making the examination for the degree too difficult, there seems no reason why a fair proportion of the large number of students who take up Science for the Intermediate examination should not eventually graduate in that subject.

35. The new rule requiring candidates for the B. A. degree to offer a classical language or Mathematics has been generally approved of and was urgently needed. The Principal of the Canning College states that in former years there used to be large classes of students reading Arabic and Sanskrit in his college and that these have almost disappeared. In many schools Arabic has ceased to be taught and maulavis have been appointed who do not even know that language, better men being unwilling to take the small salaries offered. It will be necessary, in my opinion, for the schools to make provision for a better class of teachers of Oriental languages if the boys are to pass the University examinations. The new regulation will come into force at the examinations held in 1907.

36. The object of the University in passing the rule excluding candidates under sixteen years of age from the Entrance and School Final examinations was to save boys who ought to be at school and under school discipline from the temptations incidental to college life. It will probably affect a certain number of clever boys in families in which English is spoken. Boys of this class often work up to the Entrance standard before attaining the age of sixteen, and last year nearly 200 such boys passed these examinations. Provision will, therefore, have to be made for their further education at school if their parents and guardians are to be saved from the inconvenience and expense of sending them to another province. It has been suggested that there are many high schools capable of doing part of the work now done in the Intermediate classes of colleges, and that the standard for matriculation might be raised to a point half way between the present standard, and that of the Intermediate examination; in other words, to that of the first-year college class. This would involve the transfer of the first-year college classes to schools. The question will be considered at the forthcoming University meetings. The raising of the standard of matriculation as proposed would be a boon to European schools. Their High School examination is considerably more difficult than the Entrance, yet the pupils who pass it have to wait two years before they can sit for the Intermediate. The managers would also prefer a final examination conducted by the University.

37. The usual statistics with regard to the Arts Colleges are given in the following statement:—

Class of College.	Name of College.	Average enrolment, 1899-1900.	Average enrolment, 1898-1899.	Expenditure met from				Percentage of expenditure met from fees.	Cost per scholar.
				Public funds.	Fees.	Other sources.	Total.		
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
State.	Muir Central, Allahabad ...	198	201	62,871	18,599	...	81,470	23	411
	Queen's, Benares	98	126	28,565	9,191	1,022	38,778	24	396
	College Department, Fyzabad ...	21	15	3,179	1,780	...	4,959	36	236
Aided.	Agra	141	145	8,250	8,950	18,019	35,219	25	250
	Canning, Lucknow	209	214	24,027	13,830	27,764	65,621	21	314
	Muhammadan Anglo-Oriental, Aligarh.	150	116	12,000	11,787	10,504	34,291	34	229
	Bareilly	101	97	9,294	7,523	2,079	18,896	40	187
	Meerut	68	80	6,103	5,443	3,649	15,195	36	223
	Christ Church, Cawnpore ...	82	68	1,200	4,901	7,400	13,501	36	165
	St. Andrews, Gorakhpur ...	13	...	1,200	595	2,483	4,278	14	329
Unaided Colleges or Departments.	St. John's, Agra	109	109	...	3,780	16,012	19,792	19	182
	St. Peter's, Agra ...	4	4	...	300	420	720	42	180
	Christian, Lucknow	40	34	...	887	11,362	12,249	7	306
	Woman's, Lucknow ...	16	14	...	516	8,800	9,316	6	582
	Ramsay, Almora	5	7	...	560	577	1,137	49	227
	Kayasth Pathshala, Allahabad ...	87	88	...	1,874	5,633	7,507	25	86
	St. Georges' Mussoorie ...	13	7	...	2,160	2,298	4,458	48	343
	Central Hindu, Benares ...	62	20	...	1,387	4,247	5,634	25	91
	Philander Smith Institute, Mussoorie.	7	...	...	3,480	...	3,480	100	497
	Girls' High School, Allahabad ...	6	...	...	480	560	1,040	46	173
	Boys' High School, Allahabad ...	2	...	...	120	...	120	100	60
	Wellesley Girls' High School, Naini Tal.	3	...	...	75	...	75	100	25
	St. Joseph's Seminary, Naini Tal...	4	...	...	...	...	...	...	...
	Total ...	1,439	1,345	1,56,685	98,218	1,22,829	3,77,736	26	262
	Total for previous year ...	...	...	1,57,298	86,328	1,16,060	3,59,686	24	267

38. *Enrolment and expenditure in Arts Colleges.*—There has been a slight increase in the average enrolment of the Arts Colleges, and it now stands somewhat higher than it did two years ago. It is satisfactory to notice that, despite the losses suffered by the Muhammadan Anglo-Oriental College, Aligarh, in consequence of the deaths of Sir Syed Ahmed and Mr. Beck, the average enrolment has increased by 34. A much larger number of students are also reading this year at the Central Hindu College, Benares. There is a tendency on the part of the domiciled European population to avail themselves more largely of University education and five more schools for Europeans have now classes preparing for the Intermediate Examination.

The expenditure on Collegiate education has increased by about Rs. 20,000, of which Rs. 12,000 has been received, in the form of additional fees. The American Methodist Mission still contributes very largely to the maintenance of their two Colleges at Lucknow, and it is satisfactory to observe that their liberality in this respect is becoming more appreciated every year.

39. *Expenditure on establishment and contingencies (scholarships excluded).*

From—	1899-1900.	1898-99.
	Rs.	Rs.
Provincial Revenues	1,50,746	1,51,022
Local Funds	879	1,412
Municipal Funds	5,064	4,864
Fees	98,218	86,328
Other sources	1,22,829	1,16,060
Total ...	3,77,736	3,59,686

40. *M.A. and D. Sc. Examinations.*

College.	Number of candidates.	Number passed.	Subjects of examinations.																	
			English.		Persian.		Sanskrit.		Mathematics.		Chemistry.		Physics.		History.		Philosophy.		Arabic.	
			Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Muir	14	11	5	2	...	...	...	...	1	1	5	5	2	2	1	1	...	...	...	...
Agra	6	4	4	2	...	..	...	...	...	...	...	...	...	...	1	1	1	1	...	...
St. John's	3	2	2	2	1	..	...	...	...	...	...	...	...	...	...	..	...	...	...	...
Muhammadan Anglo-Oriental,	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Canning	6	6	5	5	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Queen's	2	2	...	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...
Meerut	2	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
Total for 1899-1900 ...	34	26	17	12	2	1	...	...	2	1	7	7	2	2	2	2	2	1	...	...
Ditto 1898-99 ...	32	18	18	12	...	...	1	...	3	1	5	3	3	...	...	...	...	...	2	2

The M.A. and D. Sc. Examinations.—Thirty-four candidates were sent up for these examinations as against 32 last year, but the number of passes has risen from 18 to 26. Half of the candidates took up English, the next most popular subject being Chemistry, for which 7 candidates appeared and all pased. Not more than 2 candidates presented themselves for examination in any other subject, and it may be noted that there were no candidates either in Sanskrit or Arabic. The University unfortunately still fails to encourage the study of the classical languages of this country. But it may be hoped that the recent regulations which require non-mathematical candidates to take up one of these languages for the B. A. degree will give an impetus to their further study. It may also perhaps be desirable to reserve at least 2 of the M. A. Scholarships for candidates taking up these languages for the M. A. degree, as a better class of maulvis and pandits will be required, for the district schools in order that the boys may be more thoroughly grounded in their classics before the Entrance Examination.

The success of the candidates from the Canning College is deserving of notice. This institution sent up 5 candidates for the examination in English and one for that in Persian, and all passed. The candidates from the Muir College were also very successful in all subjects, except English.

41. *B. A. and B. Sc. Examinations.*

Name of College.	1900.								1899.	
	Candidates.			Passed in B. A. in Division.		Passed in B. Sc. in Division.		Total passed.		
	B. A.	B. Sc.	Total.	I.	II and III.	I.	II and III.		Candidates.	Passed.
Muir, Allahabad ...	29	3	32	1	13	1	1	16	51	28
Queen's, Benares ...	20	2	22	...	12	...	2	14	27	12
Agra	28	2	30	1	17	1	...	19	37	22
St. John's, Agra ...	26	...	26	...	6	...	...	6	24	10
Muhammadan Anglo-Oriental, Aligarh.	30	...	30	...	23	...	...	23	36	25
Bareilly	24	...	24	...	15	...	...	15	19	10
Canning, Lucknow ...	28	...	28	...	14	...	...	14	42	25
Christian, do. ...	5	...	5	...	2	...	...	2	5	...
Woman's, do. ...	2	...	2	1	...	...	...	1	2	1
Meerut	13	...	13	...	5	...	...	5	24	8
Christ Church, Cawnpore ...	14	...	14	...	7	...	...	7	7	4
Total ...	219	7	226	3	114	2	3	122	274	145

The B. A. and B. Sc. Examinations.—There was a considerable falling off in the number of B. A. candidates at the last University examination, for which only 219 presented themselves, as against 273 last year. The colleges showing the largest decrease in candidates are the Muir College, Agra College, Canning College Lucknow, and Meerut College. The Bareilly College and Christ Church, Cawnpore, sent up a larger number of candidates. Of the 219 candidates 117 satisfied the examiners, the percentage being virtually the same as last year, *viz.*, 53. The colleges which passed the largest percentage of their candidates were the Muhammadan Anglo-Oriental College, Aligarh, Queen's College Benares, Bareilly College and Agra College.

Seven candidates appeared for the B. Sc. Examination and 5 passed, which is certainly an improvement on the state of things last year when only one candidate appeared for this examination and failed.

College.	Number of failures in—										
	English.	Philosophy.	Political Economy with Political Science.	Mathematics.	Physics.		History.	Classical language.	Chemistry.		Aggregate.
					Written.	Practical.			Written.	Practical.	
Muir, Allahabad	9	4	...	5	3	2	...	6	...	...	14
Queen's, Benares	2	1	...	3	...	...	...	1	1	5	3
Agra	6	4	...	4	1	1	...	2	...	1	8
St. John's, Agra	18	3	4	3	...	...	...	5	2	4	14
Muhammadan Anglo-Oriental, Aligarh.	6	...	2	...	...	...	...	2	...	...	3
Bareilly	5	1	...	1	...	...	...	3	2	2	8
Canning, Lucknow... ...	8	5	2	6	...	...	...	1	1	6	9
Christian, do.	2	...	...	1	...	...	...	1	1	...	2
Woman's, do.	...	...	...	...	...	...	...	...	...	...	...
Meerut	5	...	...	3	...	...	...	2	...	1	2
Christ Church, Cawnpore ...	4	1	...	3	...	...	...	...	1	1	3
Total ...	65	19	8	29	4	3	...	23	8	20	66

42. The preceding table shows the number of failures in each subject at the different colleges. The failures in English and in the aggregate are relatively much the same in number as last year. There are a larger number of failures in the practical part of Chemistry, but in other subjects the failures are fewer. It may be noted that there were no failures in History.

43. *Intermediate Examination.*

College.	1900.										1899.	
	Course.			Passed in A. course in Division.			Passed in B. course in Division.			Total.	Candidates.	Passed.
	Course.		Total.									
	A.	B.		I.	II.	III.	I.	II.	III.			
Muir, Allahabad ...	29	21	50	...	2	6	...	4	7	19	69	46
Queen's, Benares ...	10	13	23	...	1	3	...	2	1	7	59	27
Fyzabad ...	8	5	13	...	1	2	...	...	1	4	12	5
Agra ...	30	12	42	...	...	8	...	...	2	10	43	20
St. John's, Agra ...	29	8	37	...	1	4	...	...	3	8	39	21
St. Peter's, do. ...	1	...	1	...	...	...	...	...	...	...	5	...
Muhammadan Anglo-Oriental, Aligarh.	43	5	48	...	5	18	...	1	1	25	39	16
Bareilly ...	19	15	34	...	2	4	...	1	2	9	38	20
Christ Church, Cawnpore ...	16	12	28	...	2	2	...	2	5	11	28	12
Canning, Lucknow ...	52	28	80	1	3	9	...	1	4	18	74	31
Christian, do. ...	3	6	9	...	...	1	...	...	3	4	16	7
Woman's, do. ...	...	2	2	...	...	...	...	...	1	1	5	1
Meerut ...	11	16	27	...	...	2	...	2	4	8	40	15
Ramsay, Almora ...	...	...	...	...	...	...	...	...	...	...	6	6
Philander Smith, Mussoorie ...	2	...	2	...	...	...	...	...	...	...	2	...
Kayasth Pathshala, Allahabad...	17	20	37	...	1	3	...	1	8	13	52	31
Woodstock School, Mussoorie ...	...	...	...	...	...	...	...	...	...	...	5	4
Boys' High School, Allahabad...	...	3	3	...	...	...	...	1	1	2	...	...
Central Hindu College, Benares,	9	14	23	...	...	2	...	...	1	3	...	...
Hampton Court, Mussoorie ...	2	...	2	...	...	...	...	...	...	...	...	...
Total ...	281	180	461	1	18	64	...	15	44	142	532	262

The Intermediate Examination.—The results of the Intermediate Examination are most unsatisfactory. The number of candidates fell from 532 to 461, and the number of passes from 262 to 142. Thus 69 per cent. of the candidates failed and from these figures alone it is clear that the examination must have been much too severe either in respect of the length or difficulty of the question papers or the standards of marking adopted. It is, therefore, in my opinion, to be regretted that the Syndicate did not overrule the awards of the examiners and allow a larger number of candidates to pass. A young man, after passing the examination for matriculation joins an Arts college with the expectation that if he is fairly industrious he will after four years be allowed to go up for the examination for his degree. It will probably be universally admitted that though there are a few idle students in our colleges,

the majority are fairly intelligent and industrious. Even granted that the late second year class was somewhat below the average in both respects, though there is not, as far as I know, any evidence of this, yet it cannot, I think be denied that the action of the Syndicate in allowing 69 per cent. of the class to be thrown back one full year was most unfortunate.

The Muhammadan Anglo-Oriental College passed the largest percentage of candidates and the Muir College stands next. By far the largest number of failures occurred in English. There were also many failures in Mathematics. Indian Universities exact a higher standard from all candidates in this subject than is exacted in most other universities. The reason why they do so is not apparent.

44. The next tabular statement gives the number of failures in each subject of the examination.

Intermediate failures.

College.	Number of failures.						
	English.	Mathematics.	Deductive Logic.	Classical Language.	History or Trigonometry and Geometrical conic Sections.	Physics and Chemistry.	Aggregate.
Muir, Allahabad	27	7	6	5	13	...	30
Queen's, Benares	12	10	2	...	7	...	14
Fyzabad	7	3	2	1	3	...	8
Agra	29	9	10	6	12	3	29
St. John's, Agra	26	16	6	5	13	1	27
Muhammadan Anglo-Oriental, Aligarh ...	19	17	8	3	11	2	21
Bareilly	23	9	9	5	14	2	22
Christ Church, Cawnpore	17	7	5	4	4	1	17
Canning, Lucknow	57	22	20	5	42	6	59
Christian do.	4	2	1	...	2	2	5
Woman's do.	1	1	...	...	...	...	1
Meerut	16	7	6	1	11	1	18
Kayasth Pathshala, Allahabad	19	12	12	5	12	2	22
Philander Smith, Mussoorie	...	2	1	...	1	...	1
St. Peter's, Agra	1	1	1	...	1	...	1
Central Hindu College, Benares	16	10	7	4	11	3	19
Boys' High School, Allahabad	1	1	...	...	1	...	1
Hampton Court, Mussoorie	2	1	...	...	...	...	...
Total ...	277	137	96	44	158	23	295
Total for 1899 ...	189	106	105	40	82	47	226

GOVERNMENT COLLEGES.

45. The following extracts are taken from the Annual Report of the Principal, Muir Central College :—

"We have, during the last year, resumed the teaching of Philosophy in the B.A. classes, partly because there appears to be a real demand for it (however little adapted the subject may be to the capacities of many of our students), and partly because certain drawbacks have appeared in connection with the teaching of Political Science and Economy. When the latter subjects were introduced, it was expected that they would be read in connection with History. Political Science, at any rate, is a very profitless and hollow study unless resting on a fairly extended basis of historical knowledge. But while students were flocking to the Political Science and Economy classes, there were only very few willing to undergo what they consider the drudgery of a historical course, and the present regulations of the University do not insist upon the combination of Political Science and Economy with History. Things will, however, improve in this direction when the new regulations begin to operate: for according to them History and Political Science will be combined in one branch of study.

The number of students who took up Physics for the last B. A. Examination was very small, but there is a considerable increase of such students in the present third and fourth year classes. The number of Science students in the M. A. classes continues to be small; none of the present fifth year students have taken up Chemistry. It is to be hoped that the special facilities, which the fine laboratories now in course of construction will offer to students of Science, will in time be fully taken advantage of. Unless this college continues to show increasingly good work on the Science side, work of such a nature as distinctly to raise the College in this respect above all the other institutions affiliated to the University of Allahabad, one would naturally sometimes feel tempted to regret the one-sided extension of the Scientific

branch of the college, coupled as this is with stationariness on the literary side. Truly speaking, no success on the Science side could really ever be held to make up for the present undoubted shortcomings in the teaching of English literature, composition and cognate subjects. Our staff on the literary side is weaker than that of any neighbouring college of equal standing.

46. With regard to the laboratories, Mr. Murray remarks: "The present accommodation proves more and more insufficient for the numbers of students taking up Physics for the B. A. Examination, and it is doubtful whether the new Science buildings now in course of construction will be equal to the demands likely to be made by the classes of a not very far distant future. In the extension of the practical part of our work here, which has arisen in connection with the Science degrees, the workshop has been invaluable. It is now fully answering the purpose which I had in view in 1893 when I recommended that it should be started. Simple apparatus has been devised for the various parts of the practical course and these have been made in numbers under my eye here at almost a fraction of the home cost. For Home articles were often unnecessarily elaborate and ornate. In our classes most of the experiments require to be done by a large class simultaneously, and I am now employing the workmen in making twelve complete sets of apparatus for each experiment. These I hope to have finished by the next examinations. The cost of procuring such a stock from England would have been almost prohibitive. The total expenditure on the workshop for the year was Rs. 1,089-15-6, and comparing this with the probable value of the articles, if obtained from England, we find a net gain of about Rs. 668. Hence it costs over sixty per cent. more money to procure apparatus from England than to make it in the college workshop."

47. The health of the inmates of the different Boarding-houses has been good during the year under report. The Muhammadan Boarding-house is complete *i.e.* if we abstract from a further extension planned by the Committee, and all the rooms are occupied. I understand that certain influential members of the Hindu community here have recently taken up the question of the establishment of a really suitable and sufficiently roomy Boarding-house for the Hindu students of the college. I can only express a hope that active steps will be taken without much further delay to supply this long-felt want, a want which, among the numerous ones suggested by an attentive consideration of the present state of the college, has always appeared to me as on the whole the most urgent."

48. *Queen's College Benares*—The Principal writes :—

"M. A. classes for English, Mathematics (first D. Sc.) and Sanskrit are working for the examinations of 1901 and 1902. Three men are reading for the B. Sc. degree ; and two of them for the B. A. degree also. Our law department, I regret to say, is again a conspicuous failure. Turning to the Science examinations, I note with pleasure that both the candidates for the M. A. degree in Chemistry and both the candidates for the B. Sc. degree, were successful and that none failed in the Science portion of the Intermediate Examination. This result points once more to the zealous and efficient teaching of Professor Abbaya Charan Sanyal, M.A., and his assistant, Mr. Saradha Charan Chakravarti, B. A. The Physical Science Laboratory has been provided with an oil gas apparatus (Mansfield's) which is found to work satisfactorily. Improvements of a lesser kind have also been made during the year."

49. The Principals of the Government Colleges note that the maximum fee rates are now charged in their colleges, *viz.*, Rs. 8 in the Intermediate and Rs. 10 in the B. A. classes. Poor students who, as a rule, are the most industrious are thus practically excluded from these colleges unless they are fortunate enough to gain scholarships. But it is said that both at Allahabad and Benares the managers of the Unaided Colleges, *viz.*, the Kayasth Pathshala and the Hindu College, are also offering considerable inducements to clever boys to join their colleges. I do not for a moment mean to say that they are to be blamed for doing this. But what I desire to point out is that the Principals of the Government Colleges may find themselves left with a preponderating number of well-to-do and idle students to whom examinations equally with fees would be a matter of indifference. It might then be impossible to maintain these colleges in a state of efficiency. Young students learn quite as much from their fellow students as from their teachers, and the knowledge thus acquired often crystalises into habits and becomes permanent. It is scarcely necessary to add that the task of teaching classes containing large numbers of dull and idle young men must re-act unfavourably on their instructors, while the reputation of the colleges must sink in the estimation of a public accustomed to regard examination passes as the sole test of good teaching. It is significant that the Principal of the Muir College should have to remark that the condition of his Intermediate classes is unsatisfactory. This may be due to several causes, but inferior teaching is not one of them. It will be a matter of very great regret if he should have to say the same of his B. A. classes when the Kayasth Pathshala is raised to that standard. On the other hand, while this

college and the Hindu College at Benares seem full of promise from the tuitional point of view, their financial position is by no means assured. Should they collapse from want of funds, many poor students at Allahabad and Benares would find themselves cut off from the advantages of University education.

50. The possibility of the occurrence of the dangers referred to in the preceding paragraph might be averted if those who are interested in the promotion of education in India would make co-operation with the Government rather than competition the keynote of their policy. Education is a complex process, and there are parts of it which the State cannot undertake. The formation of character, so far as this depends on moral and spiritual influences being brought to bear on the individual, must be effected, if it is to be effected at all, for the most part outside lecture rooms, when the student has to think and act for himself in the face of temptations which may be difficult to overcome. In such circumstances he is often in urgent need of help, and religious and philanthropic associations, unversed though they may be in the technicalities of secular instruction, are eminently fitted to give him the help he needs. It is, therefore, with great pleasure that I have to mention that the Church Missionary Society proposes to open a boarding-house at Allahabad for Christian and non-Christian students who may wish to attend the lectures given at the Muir College or the Training College, and that the Principal of the former college has been asked by the representative of the Society to assist in carrying out the project. This departure from the policy of former days will, I am sure, be welcomed by the staff of both institutions, and will afford the Department the opportunity of refuting the charge often brought against it of being insensible to the value of religion as an educational factor.

AIDED COLLEGES.

51. *Canning College.*—The number of students in the General Arts Department shows little change, but the fee collections have risen from Rs. 9,941 to Rs. 11,174. The college was very successful in the M.A. Examination, but the B.A. results were marred by a considerable number of failures in Mathematics and Chemistry. With regard to these failures, Mr. Ward remarks:—"In commenting last year on the merits of the new fourth year class, I remarked that it contained much promising material, and in the course of the last year I had no reason to alter my opinion. This opinion, however, was not confirmed by the University examinations. Six of the seven candidates failed in Mathematics and the reason of the failure was want of judicious industry as their examinations drew near. It is a matter of great regret that candidates for degree examinations leave the college nearly two months before the time of examination. Their industry, when reading alone may be great, but it is not judicious, and their mental powers are exhausted just at the time they should be freshest. If the students remained a month or six weeks longer under the guidance of their lecturers, their work would be more effective, while their brains would not be addled." Babu Kula Bhushan Bhaduri, who lectured on Chemistry, adds:—"I regret that my expectations about the merits of the fourth year class, have not been realized. This was not because they knew nothing about Chemistry, but more because they were sadly deficient in the practical course, owing to their irregular attendance and want of application. The former stood in the way of their finishing the course, and on account of the latter they could not improve in manipulative skill and dexterity. Their deficiency in this respect attracted my notice the first time I came here."

It is explained by the Principal that as soon as the names of candidates have been sent to the Registrar, and their appearance at the examination is thereby assured, they cease to attend, and devote the remainder of their time to the revisal of their two years' work. On the last occasion the names were sent in on the 16th November 1899, and the examination began on the 2nd January 1900.

52. I think that the Committee, in conjunction with the Syndicate of the University, should take active steps to discourage the practice above referred to, as it is altogether inconsistent with good discipline for students to absent themselves from lectures for any length of time without the permission of the Principal. The students appear to assume that when they have put in the required number of attendances and paid their fees to the University Registrar no one can prevent them from sitting for the examinations. They forget that they can only appear at such examinations in virtue of the fact that they are at the time actually on the rolls of an affiliated College. If they were more clearly reminded of this fact they would probably at once drop the objectionable practice above referred to. The examinations are now held in the latter part of January, and the students might, therefore, be required to attend lectures until the college closes for the Christmas vacation. This would give the extra time for which Mr. Ward asks.

53. The Intermediate results were fair considering the size of the class. It is said that the most fatal subject was English translation. Nor is this surprising as

Mr. Cameron, the Professor, was charged with the impossible task of teaching this subject to a class of 80 students. Our standard for matriculation remains as it was 30 years ago, and notwithstanding the rapid spread of education during the interval, very little has been done to relieve the Professors of Arts Colleges of work which has become too heavy for them, although high schools are well able to bear part of the burden.

54. The following extracts are taken from the report of the Principal of the Agra College:—

"For some years past the numbers in the College Department have been falling off for reasons that I pointed out in my last Annual Report. I think, however, the tide has now turned and our attendance, fees, &c., are on the increase. But should there be no increase, we have as many students as the present staff can efficiently teach, and I see no means of strengthening the staff.

Our income cannot be considered satisfactory. In the year 1899-1900 our receipts were Rs. 59,327-10-7 and our expenditure Rs. 58,847-4-8. For the year 1900-1901 our estimated receipts are Rs. 60,096-3-0 and our expenditure Rs. 60,036-0-0, so that we barely make ends meet. We are able to go on in the old routine, but the many improvements that are urgently called for must be postponed for want of money. And it is only want of money that hinders us, for we are neither blind to defects nor unable to remedy them.

Great additions have been made to the Laboratory during the year. Besides Rs. 1,300 sanctioned by the Committee, the students raised Rs. 596-8-0 by subscriptions,— a very good proof of the interest they take in experimental science. Professor Nag has succeeded in inspiring them with much of his own enthusiasm. We now have a set of Rontgen Apparatus which gives excellent results, and the experiments in Wireless Telegraphy carried on by Professor Nag and Mr. O'Reilly of the Telegraph Department drew general attention. I trust we shall be able to introduce some more scientific novelties during the next year. Professor Nag also had a class for Photography, an art in which several students attained considerable proficiency."

55. *Muhammadan Anglo Oriental College, Aligarh.*—The report of this college was not received until the present chapter had been sent to press. The Principal refers to the work done by the late Mr. Beck, whose untimely death, following close upon that of Sir Syed Ahmed, might have been fatal to the prosperity of the College. Mr. Beck's varied abilities, his singleness of purpose and his genuine sympathy with all honest educational effort had won for him, the esteem not only of the Muhammadan community but of all who had the good fortune to know him. It is satisfactory to know that notwithstanding the great loss which it has suffered the college for which he worked so strenuously has made good progress during the year. His successor, Mr. Morison, reports that materially it is this year stronger than it has ever been before, its finances have never been so prosperous, nor have there ever been so many Muhammadan students within its walls. "Morally it is gaining in the esteem of the Musalman community; sympathy with its methods and aims is spreading to ever widening circles; and as some of the asperities of theological controversy have been softened, it is growing day by day more truly the hope and pride of the Musalmans of Northern India."

56. *Meerut College.*—The University results in Science were highly satisfactory in the Junior classes, 14 out of 15 having passed in the Intermediate Examination and 23 out of 26 in the School Final Examination. The Principal calls attention to the frequent changes in the staff, and points out that the consequent variations in the method of teaching must be prejudicial to the students. Some of the salaries appear to be so small that no sooner is a teacher appointed than he looks out for a more highly paid post. The remedy lies with the Managing Committee who should make it worth the while of good teachers to stay at the College. I visited Meerut in the spring of this year and went over the College with the Principal. The management is certainly careful and economic, but the building did not strike me as being in good repair and much of the furniture was worn out and should be renewed.

57. *Bareilly College.*—This College has made fair progress during the year and very good results were attained at the B. A. Examination. The number of scholarship holders, *viz.*, 41, is large in proportion to the enrolment, but the Principal points out that in no other way than by the offer of scholarships can good students be obtained. According to the rule the tuition fees at Aided Collges should be 75 per cent. of those charged in corresponding classes of Government Colleges, but if managers may award scholarships *ad libitum* this rule becomes inoperative. It certainly seems desirable that the number of scholarships awarded by managers from College funds should not exceed a certain percentage of the number of the students. The Principal also points out that the fees charged are now so high that only well-to-do people can afford the expense of educating their sons up to the B. A. degree. But in view of the fact that so many scholarships are given at the college there does not seem to me to be much force in this contention. Further provision for the education of poor

students at Bareilly seems to be wanted, but it should not come out of the College funds.

58. *Christ Church College, Cawnpore.*—The Principal writes:—

"There has, during the past 12 months, been an increase alike in the number of the students and in the amount of fee income, while the examination results are as in past years above the average. There has been a marked development during this period of *esprit de corps* among the students, and evidence to show that parents gratefully appreciate the personal interest taken in the well-being of their sons. The principal factor in the creation of these healthy sentiments has been the Hostel for Hindu students which we hope soon to see established in a more convenient building. The financial position of the college has been from time to time a cause of considerable anxiety; the actual expenditure is in excess of that shown in these tables, as various details, *e. g.* the improvement of the play-ground, have not been included in the statement. The smallness of the college income has made it impossible to make such additions to the chemical and physical apparatus as we should wish to make, or to secure new books for the College Library, or to increase the salaries and strength of the tuitional staff.

The fee income of the college is now as high as it is ever likely to be, as we do not wish to overcrowd the classes, feeling that such a course would be detrimental to that exercise of personal influence which is so important a factor in all true education.

I have pleasure in reporting that certain residents in the city have shewn a practical interest in the college by undertaking to defray the cost of three additional class-rooms, one for the use of the M. A. Class and the others for instruction in the classical languages.

From the commencement of the new academical year instruction has been given in English for the M. A. degree. There are several students who would attend the class but for the difficulty experienced in paying the fee required. Such students would doubtless benefit by further instruction, but their parents or guardians either object to pay so high a fee for preparation for an examination, success in which has but a small market value or are unable to do so. To those who believe that education, when properly conducted, is a power for good this state of affairs is a subject for regret".

UNAIDED COLLEGES.

59. *St. John's College, Agra.*—The Principal notes the general failure of his students at the University examinations and states that he is unable to account for it. He is of opinion that it may perhaps be connected with the fluctuations in the percentages of successful candidates for which the University is becoming unhappily notorious. The most interesting part of his report deals with the efforts made at his college to promote physical education by means of games and athletic sports.

60. *Kayasth Pathshala.*—The Inspector of Schools, 3rd Circle, takes a gloomy view of the prospects of this institution; but I think that he attaches too much importance to the results of the Intermediate Examination. He writes as follows:—

"There is very little of interest or importance to be gathered from the Principal's report on the working of the college, but the figures tell a tale of general decline. A serious fall in the number of students in the first year class from 42 to 22, a further increase again this year in the expenditure from other sources to meet a falling income from fees, and poor results in the Intermediate Examination, in which only 13 candidates passed out of 37, combined together, seem to indicate declining prosperity and diminishing popularity".

61. *Central Hindu College, Benares.*—Mr. Dela Fosse has also sent in a most interesting report on this college from which I take the following extracts:—

"During the past year the college staff has been considerably strengthened by the addition of two new Professors, Mr. James Scott, M.A., Professor of English Literature, and Pandit Hari Krishna Paranjpe, B,A., Professor of Sanskrit and Superintendent of the Sanskrit studies. The staff is certainly a strong one for a 2nd grade college. Sixteen new class-rooms for college and school purposes are under construction and will, it is expected be ready in October.

Warned by the deplorable result obtained in the Intermediate Examination this year, the Principal is not only not admitting all comers as heretofore, but is stringently weeding out useless students in both classes and "chronic failures." This is undoubtedly a step in the right direction. Want of room also has made it necessary to limit the number of the second year class to 40, and numerous applications for admission have therefore been refused. Sanskrit is made compulsory for all "A" course students. This probably accounts for the large preponderance of students taking the "B" course. The Principal hopes that with the improved methods of teaching, which he is trying to introduce, the "A" course will gradually become more attractive than formerly and a more equal distribution of students will ultimately

result. The Principal's observations on the teaching of Science in the college are so interesting that I venture to quote them in full:—"The Science Department is one which is already repaying the trouble taken in its development, for though the limited means at our disposal has rendered it necessary to make the most of the apparatus on the spot, yet the advantages gained are obvious, for the students thus learn how to construct and improvise apparatus (often with no other materials than that obtained in the *bazár*) and to overcome difficulties with small resources, thus developing their ingenuity and giving them an insight into working details which is overlooked where ready made apparatus is provided." "A voluntary practical class for second year students is held after college hours; their appreciation for this kind of work is shown by the regularity with which they attend. I am struck with the manipulative skill they show, though originality has yet to be developed."

The conduct of the students is good and it has not been found necessary to adopt any form of punishment for misbehaviour, the only fine levied is one of 8 annas on students who do not pay their fees by the tenth day of each month. The experience of the college seems in this respect to be unique, apparently no students are ever late or absent without leave and cases of misconduct are unknown. The Principal writes:—"Religious instruction is given daily to the college and school assembled, 20 minutes being devoted to this purpose. These lessons are conducted by one of the Pandits and myself. The former begins the lesson by reading a portion from the Bhagavat Gita in Sanskrit and follows with anecdotes and precepts selected from the Mahabharata, in Hindi. A short address is then given by me in English, in which some virtue or duty illustrated, where possible, from Hindu sacred books, is inculcated, and its application to the daily life of the student is explained. A Religious Examination is held from time to time."

Under the guidance of its present Principal, should the governing body continue to allow him a free hand, the college may develop into a really useful institution, and justify its existence not simply on the ground of its cheapness, but as an institution in which the latest English methods of teaching are combined with moral and religious instruction acceptable to all classes of Hindus."

ORIENTAL COLLEGE AND DEPARTMENTS.

62. *Expenditure on Establishment and contingencies (scholarships excluded).*

From—	1899-1900.	1898-99.
	Rs.	Rs.
Provincial Revenues	15,551	15,695
Local Funds	60	60
Municipal Funds	28	28
Fees	10	10
Other sources	2,137	1,545
Total ...	17,786	17,338

Expenditure.—The variations in expenditure in the preceding statement do not call for notice with the exception of the increase under the head, "other sources," which occurred in connection with the Canning College, Lucknow.

63. *Sanskrit College Benares.*—The following table gives the results of the examinations for this year compared with last year:—

Name of Institution.	1899-1900.						1898-99.					
	Prathama.		Madhyama.		Acharya.		Prathama.		Madhyama.		Acharya.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
Sanskrit College, Benares ...	27	9	96	36	111	66	25	8	95	45	107	70
Other Institutions ...	158	47	154	75	10	3	118	63	121	71	3	1

Four students of the Sanskrit College obtained the degree of Acharya, 2 in Vyakarana, and 2 in Yautish.

The Principal considers that on the whole these results show that a fairly high standard of attainment has been maintained in most of the schools, and indigenous pathshalas. It is a good sign that the number of institutions desirous of conforming to the rules and regulations of the Government College in Benares is steadily

increasing. The Darbár School of Nepál was affiliated during the present year, and two of its pupils passed the entire Madhyama Examination, one of them heading the list. The Maharája's Sanskrit College in Vizianagram has recently applied for affiliation, and the Lashkar College in Gwalior was permitted this year for the first time to send in candidates for the Acharya Examination, and two of them were successful. Looking to all these facts, it would seem clear that the Government Sanskrit College at Benares is increasing its hold on the Sanskrit Schools within and beyond the United Provinces.

64. *The Anglo-Sanskrit Department.*—The work in this Department proceeded on the usual lines. The annual examinations were conducted by Mr. Venis personally with the assistance of some members of the staff. The results are satisfactory on the whole. But it is a pity that this modern side of the Sanskrit College fails to attract any considerable number of students.

65. Sanskrit and Hindi MSS. worth Rs. 400 were purchased for Government during the year; and Hindi MSS. purchased since 1897 are being catalogued at the Government Press. Members of the Sanskrit College staff have continued to edit valuable and hitherto unedited texts in the "Pandit" journal, the Principal contributing an English translation (with notes) of a Vedant work which now appears for the first time in a modern garb.

66. *The Mulla Examination.*—The results of the Allahabad Mulla Examination are as follows:—

		Candidates.	Passed.
Canning College, Lucknow	...	1	...
Government School, Mirzapur	...	1	...
Total	...	2	...

It seems very desirable that this examination should be more widely utilized to test the qualifications of candidates for Arabic teacherships in Anglo-Vernacular Schools.

CHAPTER V.

67. *Public Secondary Schools—number of schools and scholars.*

Class of school.	1899-1900.		1898-1899.	
	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5
BOYS' SCHOOLS.				
High English.				
Managed by Government	34	6,212	34	6,234
Ditto District or Municipal Boards	1	100	1	106
Aided by Government or by District or Municipal Boards (for natives).	38	7,639	37	7,390
Aided by Government or by District or Municipal Boards (for Europeans).	15	1,660	14	1,589
Unaided (for natives)	6	987	9	1,440
Unaided (for Europeans)	3	71	2	54
Total ...	97	16,669	97	16,813
Middle English.				
Managed by Government	10	901	10	940
Ditto District or Municipal Boards	18	1,330	19	1,232
Aided by Government or by District or Municipal Boards (for natives).	44	4,773	42	4,290
Aided by Government or by District or Municipal Boards (for Europeans).	1	170	1	168
Unaided (for natives)	14	1,320	22	1,954
Unaided (for Europeans)	...	...	...	...
Total ...	87	8,494	94	8,584
Vernacular Middle.				
Managed by Government	3	268	...	...
Ditto District or Municipal Boards	285	35,780	286	33,016
Aided by Government or by District or Municipal Boards...	8	831	8	795
Unaided	1	39	...	...
Total ...	297	36,918	294	33,811
GIRLS' SCHOOLS.				
English.				
Aided by Government or by District or Municipal Boards (for natives).	17	1,676	17	1,675
Aided by Government or by District or Municipal Boards (for Europeans).	18	1,270	13	1,112
Unaided (for natives)	1	57	1	54
Unaided (for Europeans)	3	148	2	82
Vernacular.				
Managed by District or Municipal Boards	2	63	2	62
Total ...	41	3,214	35	2,986
GRAND TOTAL ...	522	65,295	520	62,194

The preceding tabular statement shows the different classes of secondary schools in these Provinces, together with the number of pupils attending them. But schools for girls and European schools will be discussed as in former years in Chapters IX and X of the report. On the whole there has not been much change in the enrolment of schools in which English is taught, but there has been a considerable increase in the enrolment of vernacular middle schools, although the number of these schools has decreased by one. This increase occurs in all divisions with the exception of Kumaun.

68. The following changes in the status of secondary schools have occurred during the year. The unaided Islamia High School at Etáwah is now aided by the Municipal Board, and the Mussoorie School for European boys receives a grant from Provincial funds. Fair Oaks School, at the same station, is now a recognised school. The Anglo-Vernacular Middle Schools at Kálpi and Baraut have been abolished, and the Municipal Free Primary School Mainpuri has been raised to the Middle standard. The Mission Middle Schools at Fyzabad, Kasganj and Haldwáni are now on the aided list. The decrease in the number of unaided High and Middle schools for natives is due to the fact that several of these schools, which were not inspected

or recognised by the Department, were improperly classed as public schools because they used to send up pupils to the public examinations. They have now been transferred to the category of Private schools. The three Vernacular Middle schools, managed by Government are the practising schools attached to the Normal schools at Agra, Allahabad and Moradabad, which were shown last year as departments of Normal schools. The practising school at Lucknow is shown this year as an Anglo-Vernacular school, but with the removal of the Training College to Allahabad it will become a Vernacular Middle school. The increase of five in the number of aided schools for European girls is due to the fact that grants-in-aid have this year been given to Caineville Girls' School, Mussoorie, St. Mary's Convent School, Cawnpore, and the Railway School, Gorakhpur; while St. John's School, Meerut, and the Church of England Orphanage, Mussoorie, are now shown as Middle schools. The three last mentioned schools, though designated girls' schools, are really mixed schools.

69. During the year under review new curricula were compiled both for Anglo-Vernacular and Vernacular schools in compliance with the orders of Government. The following were the principal changes made:—The courses in Arithmetic and Geography were shortened in both kinds of schools. Euclid has been omitted from the course for class VI, and Classical Languages and Science from that for class V of Anglo-Vernacular schools; Drawing has been made compulsory in the first five classes of these schools; Roman-Hindustani has been omitted from the course for class III, and Geography from that for class I. In Vernacular schools Mensuration will no longer be taught in the Upper Primary section and an agricultural primer will eventually be substituted for the text-book hitherto in use dealing with rent and revenue law. In the preparatory and lower primary classes instruction is not now given for more than three hours daily. The changes in the curricula have been generally approved of by school managers, teachers, and the parents of the boys.

70. STAGES OF INSTRUCTION IN PUBLIC SECONDARY ANGLO-VERNACULAR AND VERNACULAR SCHOOLS FOR BOYS.

Stage.	Year.	Anglo-Vernacular schools.	Vernacular schools.
High	1899-1900	2,366	...
	1898-99	2,349	...
Middle	1899-1900	9,513	6,848
	1898-99	9,799	6,032
Upper Primary	1899-1900	5,008	8,314
	1898-99	5,014	7,414
Lower Primary (A)	1899-1900	6,123	20,636
	1898-99	6,172	19,278
Lower Primary (B)	1899-1900	252	1,120
	1898-99	252	1,087
Total	1899-1900	23,262	36,918
	1898-99	23,586	33,811

The preceding statement shows the number of boys under instruction at different stages of the public schools. The only unsatisfactory change which appears to call for notice is the decrease in the Middle Section of Anglo-Vernacular schools. This is partly due to the Lower Middle examination, which prevented undeserving boys from obtaining promotion, and thus led to a certain number of them leaving school. The increase in the enrolment of all sections of Vernacular Secondary schools is very satisfactory. Several of these schools are quite the best in the United Provinces. There has been an increase in all districts except Aligarh,

Jaunpur, Benares, Partábgarh, Bara Banki, Sítapur, Lalitpur, Almora, and Niani Tal. It is to be regretted that in Almora the primary class in the Town School was closed for want of accommodation.

71. *Expenditure on Anglo-Vernacular Secondary Schools for boys.*

	1899-1900.							1898-1899.						
	Average enrolment.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total	Average enrolment.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	7,471	29,963	1,21,349	16,262	1,30,163	6,850	394,587	7,501	31,584	1,22,609	15,813	1,27,612	6,919	3,04,537
Managed by District or Municipal Boards.	1,452	156	4,081	14,834	13,931	1,118	34,120	1,469	156	4,001	13,975	15,084	963	34,179
Aided by Government or by District or Municipal Boards.	12342	35,230	60,606	22,766	1,32,392	92,510	3,43,504	11,641	35,425	59,937	21,605	1,27,694	94,852	3,39,513
Unaided ...	2,246	...	...	...	23,001	45,343	68,344	3,310	...	75	388	29,195	47,117	76,775
Total	23,511	65,349	1,86,036	53,862	2,99,487	1,45,821	7,50,555	23,921	67,165	1,86,622	51,781	2,99,585	1,49,851	7,55,004

The total expenditure on Anglo-Vernacular schools in the 1st Circle has not varied much during the two years. The fee income has risen as was to be expected, and municipalities have contributed more liberally to this branch of education. In the 2nd Circle there has been a decrease under the head "Provincial funds" due to the reduction of the grant-in-aid to the Christian Collegiate School, Lucknow. On the other hand there has been an increase in the expenditure met from Local Funds, as the salaries of teachers in the District Schools of Lakhimpur, Rae Bareli, Gonda, Bara Banki, Bahraich and Partábgarh were raised. Some aided schools are also mentioned as having received larger grants. There was a decrease in this Circle in the expenditure on the Jubilee School, Lucknow, and the Colvin School, Lucknow, but five new unaided schools are shown in the return for the first time this year. It may be noted that there was a decrease in the fee income of the Fyzabad and Partábgarh and other District Schools. In the 3rd Circle the increase in the total expenditure, amounting to Rs. 3,864, is mainly due to an increase under the head Expenditure from "Other sources" in unaided schools, and for this the Kayastha Pathshála and the Hindu Central Collegiate School, Benares, are responsible. The Kayastha Pathshála has had to make up a deficit due to a falling off in fee receipts, while the Hindu Collegiate School has greatly increased its expenditure. Expenditure from fees has increased in State and aided schools, but decreased in unaided schools. The decrease in the latter is nearly Rs. 3,000 and more than counterbalances the increase in State and aided schools. In the 4th Circle, although there was an increase in the average enrolment of all schools, the expenditure decreased by about Rs. 1,000. The decrease in the expenditure from "Provincial revenues" and "Local Funds" appears to be chiefly due to the absence of the Inspector and some teachers on furlough. In schools managed by District or Municipal Boards the fee income decreased, and there was an increase in the total expenditure under all other heads. Two municipal schools in this Circle have now become District Board schools, and in five other municipal schools there has been an increased expenditure. There was also a considerable decrease in the fee income of the aided schools. On the other hand in unaided schools the income from fees and the expenditure from "Other sources" have both increased considerably. In the 5th Circle the variations in expenditure are too slight to require notice.

72. *Expenditure on Vernacular Secondary Schools for boys.*

	1899-1900.							1898-99.						
	Average enrolment.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.	Average enrolment.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government.	237	...	1,573	...	263	...	1,836	...	...	...	...	...	...	...
Managed by District or Municipal Boards.	33,350	...	1,40,017	11,950	60,583	953	2,13,503	30,637	...	1,37,203	9,869	53,799	937	2,01,808
Aided by Government or by District or Municipal Boards.	773	...	1,906	600	888	8,163	11,557	780	...	1,886	580	796	6,859	10,121
Unaided ...	64	...	...	...	85	319	404	...	...	...	...	...	...	...
Total ...	34,424	...	1,43,496	12,550	61,819	9,435	2,27,300	31,417	...	1,39,089	10,449	54,595	7,796	2,11,929

There has been an increase in the expenditure on Vernacular secondary schools under all heads amounting in the aggregate to more than Rs. 15,000. In the 1st Circle the increase is not large, and has been incurred chiefly in connection with the extension of town school buildings in Agra and Farukhabad, and the construction of boarding-houses. In the 2nd Circle the pay of some teachers has been raised, additional teachers have been appointed in some of the schools in Rae Bareli district, and new furniture and apparatus have been supplied to several schools. The Municipal Committee of Rae Bareli have added three more teachers to their school. On the other hand in the Fyzabad Division the Town School at Partábgarh was abolished and another Middle school was reduced to the Primary standard. In the 3rd Circle there was an increase in the expenditure on the District Board Schools in every district except Jaunpur. The difference in Fatehpur between the two years' figures is insignificant. The rise in Mirzapur is due to the raising of teachers' salaries, in Cawnpore to the appointment of language teachers, and in Allahabad to an increased expenditure on teachers' salaries and establishment charges. In the Meerut Division the expenditure from Municipal Funds has increased by Rs. 1,490, but that from Local Funds has decreased by Rs. 505. The municipalities have now commenced to assist the District Boards by defraying to some extent the expenditure on vernacular education within the limits of their jurisdiction. The increase in the total expenditure is due to the strengthening of the tuitional staff and the purchase of necessary furniture and appliances. In Rohilkhand the Government has spent Rs. 329 on the Practising School at Moradabad. The rest of the increase in expenditure in this division is on account of revision of salaries and supply of furniture and apparatus.

73. *Fees.*—The increase in the fee income of the schools is due to the fact that in most schools for the greater part of the year or for the whole year the maximum rates were charged. In the 1st Circle very much higher fees are realized in Agra than in any other district, the most backward district being that of Hamírpur. In the 3rd Circle only there is a decrease in the fee income of Anglo-Vernacular schools. It is due mainly to a reduction in the fee receipts of the Kayastha Pathshala, Allahabad, and to the statistics of three private unrecognised schools not being included in this year's returns. But for this there would have been a total increase under the head "Expenditure from fees". The Officiating Inspector of the 2nd Circle reports that the raising of the fees in Anglo-Vernacular schools has not had any marked effect on the numbers, though in places such as Kakori and Khairabad, where there are vernacular schools also, the head masters complain that boys of the lower classes generally go to them, the fees being lower. The attendance in Municipal Middle schools, however, appears to be in some cases affected by the fees charged, which are the same as in State schools and higher than in aided schools. The Inspector of the 3rd Circle states that the District Board, Mirzapur, have again refused to raise their fee rates for a reason which he considers most unsatisfactory, *viz.* the local circumstances of the district, which do not in any way differ from those of the adjoining districts. The Officiating Inspector of the 4th Circle reports that, notwithstanding the unfavourable remarks of His Honor the Lieutenant-Governor in the review of the

last Educational Report, the District Board of Moradabad has not yet taken any steps towards enhancing the fee rates.

74. *Scholarships in Anglo-Vernacular Schools.*

Circle.	Class of school.	Year.	Number of—				Expenditure on scholarships from—				
			State open scholarships.	Municipal scholarships.	Other scholarships.	Total.	Provincial revenues.	Local funds.	Municipal funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.	Rs.
1st Circle.	State	1899-1900	11	20	16	47	449	116	366	468	1,399
		1898-99	11	20	18	49	380	110	392	478	1,360
	Aided	1899-1900	4	24	155	183	184	...	213	4,637	5,034
		1898-99	9	18	107	134	364	...	219	2,666	3,249
	Unaided.	1899-1900	...	...	1	1	...	...	...	12	12
		1898-99	...	...	48	48	...	...	...	1,680	1,680
2nd Circle.	State.	1899-1900	20	...	20	40	814	18	31	1,030	1,893
		1898-99	13	...	25	38	458	32	31	925	1,446
	Aided	1899-1900	3	...	23	26	192	...	...	465	657
		1898-99	3	...	24	27	128	...	...	630	758
	Unaided	1899-1900	...	...	28	28	...	...	...	821	821
		1898-99	1	...	9	10	36	...	...	235	271
3rd Circle.	State	1899-1900	26	1	11	38	917	...	36	292	1,245
		1898-99	21	1	12	34	725	...	36	318	1,079
	Aided	1899-1900	11	7	169	187	450	...	81	1,525	2,056
		1898-99	22	7	191	220	768	...	87	1,469	2,324
	Unaided	1899-1900	...	...	27	27	...	...	...	1,422	1,422
		1898-99	2	...	79	81	64	...	...	1,288	1,352
4th Circle.	State	1899-1900	42	69	12	123	1,869	...	1,087	517	3,473
		1898-99	41	61	13	115	1,696	...	1,000	548	3,244
	Aided	1899-1900	7	...	75	82	336	...	13	920	1,269
		1898-99	8	...	88	96	276	...	92	1,082	1,450
	Unaided	1899-1900	...	...	26	26	...	...	...	822	822
		1898-99	...	...	2	2	...	...	...	10	10
5th Circle.	State	1899-1900	...	...	7	7	...	129	...	...	129
		1898-99	1	...	7	8	48	259	...	...	307
	Aided	1899-1900	3	...	94	97	144	308	...	1,041	1,493
		1898-99	...	...	113	113	...	190	...	1,189	1,379
	Unaided	1899-1900	...	...	...	...	...	...	...	...	...
		1898-99	...	...	...	...	...	...	...	...	...
	Total	1899-1900	127	121	664	912	5,355	571	1,827	13,972	21,725
		1898-99	132	107	736	975	4,943	591	1,857	12,518	19,909

It will be observed that although the number of State open scholarships is less than last year, the expenditure from Provincial funds has increasad. These scholarships are now held from the first day of March in each year to the last day of February of the following year. In 1898-99 fewer scholarships were held at the beginning of the year than at the close, hence there was a saving in expenditure. In the year under review the number of scholarships held at the beginning was, on the contrary, greater than the number held at the close of the year. The number and the value

of the scholarships given in schools not managed by the Department vary considerably from year to year. These scholarships are often mere remissions of fees or portions of fees. The Inspector of the 3rd Circle mentions one school which gives away 66 scholarships of the annual value of less than Rs. 10 a year each, and another school in the same circle which gives away 50 scholarships of the aggregate value of Rs. 283. On the other hand the scholarships given by the managers of the Kayastha Pathshála are of considerable value, and are intended to further the advancement of the community by helping p or Kayastha boys to prosecute their studies in English.

75. *Scholarships in Vernacular Middle Schools.*

District.	Number of halkabandi scholarships.				Total number of scholarships.	Expenditure on scholarships from—			
	As sanctioned by Government under Circular No. 28 of 1895.	Held in the Middle section.	Held in the Primary section.	Other scholarships.		Local funds.	Municipal funds.	Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Muttra	20	19	...	...	19	414	...	...	414
Agra	24	24	...	...	24	548	...	...	548
Farukhabad	16	16	...	...	16	292	...	...	292
Mainpuri	24	24	...	1	25	479	27	...	506
Etáwah	20	19	...	...	19	382	...	...	382
Etah	20	20	...	...	20	414	...	...	414
Jhánsi	8	8	...	2	10	159	48	...	207
Jalaun	16	16	...	...	16	338	...	...	338
Lalitpur	8	8	...	...	8	165	...	...	165
Bánda	24	24	...	6	30	468	32	39	539
Hamírpur	20	20	...	...	20	394	...	...	394
Kheri	8	8	...	3	11	157	...	98	255
Sítapur	18	18	...	...	18	377	...	...	377
Lucknow	10	10	...	...	10	205	...	...	205
Hardoi	14	14	...	...	14	271	...	...	271
Unao	18	15	...	...	15	324	...	...	324
Rae Bareli	18	18	...	3	21	368	30	...	398
Bahraich	10	9	...	...	9	172	...	...	172
Gonda	16	8	1	1	10	109	15	...	124
Fyzabad	14	7	...	...	7	139	...	...	139
Sultánpur	14	14	...	...	14	267	...	...	267
Partábgarh	12	12	...	...	12	110	...	...	110
Bara Banki	16	9	...	...	9	192	...	...	192
Cawnpore	28	23	...	...	23	507	...	...	507
Fatehpur	24	24	...	...	24	456	...	...	456
Allahabad	28	23	...	...	23	478	...	...	478
Jaunpur	20	19	...	...	19	364	...	...	364
Mirzapur	16	16	...	...	16	309	...	...	309
Gorakhpur	22	22	...	...	22	501	...	...	501
Basti	16	16	...	...	16	285	...	...	285
Azamgarh	28	28	...	...	28	626	...	...	626
Benares	18	18	...	...	18	432	...	...	432
Gházipur	14	14	...	...	14	275	...	...	275
Ballia	20	20	...	4	24	385	75	...	460
Bareilly	20	20	...	...	20	325	...	...	325
Bijnor	14	14	...	...	14	284	...	24	308
Budaun	20	20	...	...	20	383	57	...	440
Moradabad	26	26	...	...	26	447	...	...	447
Sháhjahánpur	20	20	...	...	20	355	...	...	355
Pilibhít	24	24	...	...	24	153	295	...	448
Dehra Dún	2	2	...	...	2	36	...	...	36
Saháranpur	20	20	...	8	28	305	88	...	393
Muzaffarnagar	24	24	...	...	24	469	...	...	469
Meerut	28	28	...	...	28	624	...	...	624
Bulandshahr	26	26	...	...	26	567	...	...	567
Aligarh	22	22	...	2	24	428	...	60	488
Naini Tál	2	2	...	...	2	28	...	...	28
Garhwál	9	9	...	...	9	200	...	...	200
Almora	30	27	...	...	27	588	...	...	588
Total ...	889	847	1	30	878	16,554	667	221	17,442

The tabular statement showing the number of scholarships in Vernacular Middle schools contains one most unsatisfactory feature, *viz.* the want of interest shown by the well-to-do classes in the progress of secondary vernacular education. It is in my opinion much to be regretted that so little should be done by private individuals to help poor boys to avail themselves of the excellent education given in the upper classes of these schools.

76. *Results of Examinations.*

Class of school.	Year.	Entrance.				School Final.				English Middle.			
		Number of candidates.	Passed in Division I.	Total passes.	Percentage of passes.	Number of candidates.	Passed in Division I.	Total passes.	Percentage of passes.	Number of candidates.	Passed in Division I.	Total passes.	Percentage of passes.
1st Circle. State	1899-1900 ...	57	2	20	35	10	2	8	80	183	6	72	39
	1898-99 ...	43	1	24	56	2	...	2	100	200	6	90	45
1st Circle. Aided under private management.	1899-1900 ...	84	5	33	39	42	5	14	33	222	2	99	45
	1898-99 ...	81	2	42	52	52	13	31	60	249	7	89	36
1st Circle. Unaided under private management.	1899-1900 ...	3	...	1	33	...	...	...	...	7	...	...	...
	1898-99 ...	...	...	...	...	...	...	...	...	4	...	2	50
2nd Circle. State	1899-1900 ...	99	5	50	51	17	3	9	53	260	2	116	45
	1898-99 ...	115	9	81	70	10	2	8	80	265	11	114	43
2nd Circle. Aided under private management.	1899-1900 ...	48	3	22	46	28	2	9	32	140	2	76	54
	1898-99 ...	73	7	40	55	26	6	16	62	165	2	61	37
2nd Circle. Unaided under private management.	1899-1900 ...	21	...	11	52	...	...	...	...	61	...	20	33
	1898-99 ...	20	...	10	50	...	...	...	...	82	...	14	17
3rd Circle. State	1899-1900 ...	118	6	49	42	43	7	29	67	257	3	96	37
	1898-99 ...	137	12	72	53	34	9	23	68	303	12	126	42
3rd Circle. Aided under private management.	1899-1900 ...	164	8	61	37	41	9	28	68	320	8	146	46
	1898-99 ...	163	12	71	44	37	4	15	41	345	5	131	38
3rd Circle. Unaided under private management.	1899-1900 ...	57	1	14	25	16	1	6	38	90	2	29	32
	1898-99 ...	7	...	5	71	26	3	13	50	129	...	56	43
4th Circle. State	1899-1900 ...	113	6	45	39	62	15	37	60	455	8	162	36
	1898-99 ...	177	11	89	50	59	10	35	59	486	16	219	45
4th Circle. Aided under private management.	1899-1900 ...	97	6	47	48	38	8	22	58	189	4	62	33
	1898-99 ...	72	5	37	51	28	1	12	43	124	1	53	43
4th Circle. Unaided under private management.	1899-1900 ...	...	...	...	...	...	...	...	...	3	...	2	67
	1898-99 ...	...	...	...	...	...	...	...	...	69	...	11	16
5th Circle. State	1899-1900 ...	18	2	9	50	...	...	...	...	19	...	5	26
	1898-99 ...	9	1	8	89	...	...	...	...	19	...	12	63
5th Circle. Aided under private management.	1899-1900 ...	12	...	6	50	4	...	3	75	51	...	16	31
	1898-99 ...	10	2	7	70	2	1	2	100	65	3	25	38
5th Circle. Unaided under private management.	1899-1900 ...	...	...	...	...	...	...	...	...	...	...	...	...
	1898-99 ...	...	...	...	...	...	...	...	...	...	...	...	...
Total. State	1899-1900 ...	405	21	173	43	132	27	83	63	1,174	19	451	38
	1898-99 ...	481	34	274	57	105	21	68	65	1,273	45	561	44
Total. Aided under private management.	1899-1900 ...	405	22	169	42	153	24	76	50	922	16	399	43
	1898-99 ...	399	28	197	49	145	25	76	52	948	12	359	38
Total. Unaided under private management.	1899-1900 ...	81	1	26	32	16	1	6	38	161	2	51	32
	1898-99 ...	27	...	15	56	26	3	13	50	284	...	83	29
Total ...	1899-1900 ...	891	44	368	41	301	52	165	55	2,257	37	901	40
	1898-99 ...	907	62	486	54	276	49	157	57	2,505	57	1,003	40
Private Candidates ...	1899-1900 ...	389	1	38	10	...	...	...	...	441	...	57	13
	1898-99 ...	407	1	88	22	...	...	...	...	543	...	75	14

The number of school candidates for the Entrance examination was 891 as against 907 last year, but the percentage of passes fell from 54 to 41, being less than that for last year in all circles. The 2nd and 5th Circles again show the largest percentage of successful candidates. The number of school candidates for the School Final examination rose from 276 to 301, and 55 per cent passed as against 57 last year. The number of school candidates for the English Middle examination fell from 2,505 to 2,257 and 40 per cent passed, the figure being the same as last year. Only 10 per cent of the private candidates passed the Entrance examination and only 13 per cent passed the English Middle examination. The opinion is generally expressed that the Entrance examination this year was much more difficult than last year. The School Final examination continues to grow in popularity, and it is almost certain that when the new regulations for the B. A. degree come into force, there will be a much larger number of candidates for this examination.

77. The failures at the Entrance examination occurred chiefly in English and in History and Geography. With regard to the teaching of History the Inspector of the 3rd Circle remarks :—

"There has been, I regret to say, scarcely any improvement in the teaching of this subject. Teachers as a rule cannot be got to take the least interest in it. They content themselves with the reflection that the boys are plentifully supplied with abridgments, aids and catechisms, and can therefore pass the examination without further assistance if sufficiently industrious. Though keys are not now openly brought into class, it need not be doubted that they are studied at home in place of the text-books. A few teachers this year have prepared notes for the history lessons, but it is disheartening work trying to help boys who do not wish for assistance from their teacher and much prefer to be left alone to cram up the subject at home." With regard to the teaching of English the same Inspector observes that few of those who manage to get through the written examination in the subject are really up to the required standard. When orally examined by an inspecting officer they break down lamentably, and it at once becomes apparent that they have no real grasp of the language, but by patient cramming and good memories have learnt by rote explanations from keys and notes of all the difficulties or supposed difficulties in their text-book. Many who pass with credit cannot talk the language intelligibly, or follow an ordinary conversation in it, or read and understand any other than the prescribed text-book.

The Inspector of the 1st Circle considers that failure at these public tests must be attributed to insufficient supervision of the students' work at the earlier stages of their school career. He is of opinion that head masters trust too much to what they hope to be able to do for a boy when he gets to the Middle section, and the results of such confidence are a small percentage of passes. Vernacular is generally most imperfectly taught to the lowest classes, and later on enough is not done in the way of translation into and from English.

78. The following schools passed more than 60 per cent of their candidates at the Entrance and School Final examinations.

Name of school.	Number of candidates.	Passed in division.			Total number of passes.	Percentage of passes.
		I.	II.	III.		
Sítapur District School	7	2	3	1	6	86
Lakhimpur ditto	5	...	1	3	4	80
Ballia ditto	13	...	5	4	9	69
Bahraich ditto	12	...	4	4	8	67
Sahâranpur ditto	19	2	7	3	12	63
Gonda ditto	8	...	3	2	5	63
Benares Bengalitola High School	16	3	5	4	12	75
Allahabad A. P. Mission ditto	8	1	3	2	6	75
Basti Church Mission High ditto	7	...	2	3	5	71
Gorakhpur Jubilee ditto	19	...	7	6	13	68
Benares London Mission ditto	15	4	4	2	10	67
Dehra Dún A P. Mission ditto	8	1	3	1	5	63
Almora Ramsay Collegiate ditto	13	...	6	2	8	62

The list is only half the length of the corresponding list of last year, another proof of the greater difficulty of these examinations. The Sítapur and Gonda District Schools again find places in this list. The list of schools which pass less than 20 per cent of their candidates contains this year 12 names as against one for last year. I regret to have to state that all the eleven candidates from the Fatehpur District School failed. The school, however, has now been placed under a younger and more efficient head master and is almost certain to improve. All the candidates sent up by the Orai High School and the Jaunpur Mission School also failed.

79. There has been a falling off in the numbers of candidates for the English Middle examination. This examination is not so popular as it was: for with the larger number of Entrance and School Final pass candidates available for employment, Middle pass candidates find it more difficult to obtain posts than formerly. The institution of the Upper Primary examination for English schools has no doubt tended to reduce the numbers reading in the Middle sections by keeping back several who might under a more lenient form of examination have been promoted. This, however, will only operate unfavourably upon the numbers in the Middle section for a year or two at most.

80. With regard to this examination the Registrar remarks.—"The percentage of passes in aided schools has risen to 43·2 from 39·5 in the preceding year; while in the the case of Government schools it has fallen from 44·8 to 38·8. The results of some of Government schools are very poor indeed; Bulandshahr and Mirzapur for example pass only 12 and 11 per cent of the candidates sent up. From the fact that a certain number of candidates fail utterly in all or nearly all subjects, we must infer that numerous head masters are not yet sufficiently vigilant with regard to the admission of candidates to the Middle section. Persian continues to be the favourite

optional subject; it was taken up this year by 2,323 candidates out of 3,046, while Sanskrit was taken up by 461 and Arabic by 17 candidates only. There were 150 candidates who had chosen Science for their optional subject." Mr. Murray states that he was well pleased with the progress made in this subject. The failures were most numerous in English and History and Geography. The following schools passed upwards of 70 per cent of their candidates, but in no instance were the classes large :—

Number.	Name of school.	Number of candidates.	Passed in division.			Total number of passes.	Percentage of passes.
			I.	II.	III.		
1	Anglo-Vernacular School, Háthras ...	7	...	7	...	7	100
2	High School, Orai	9	1	7	...	8	89
3	Western Inglis Memorial School, Bareilly ...	9	...	6	2	8	89
4	English Middle School, Bilgrám	6	...	5	...	5	83
5	Anglo-Vernacular Model School, Lucknow ...	6	...	3	2	5	83
6	District School, Mainpuri	10	1	7	...	8	80
7	District School, Lakhimpur	10	...	7	1	8	80
8	Anglo-Vernacular Aided School, Sikandrabad ...	12	3	6	1	10	83
9	Anglo-Vernacular Aided School, Kakori, Lucknow	5	...	4	...	4	80
10	Anglo-Vernacular Aided School, Khairabad, Sítapur	9	...	6	1	7	78
11	Christ Church School, Cawnpore	11	...	7	1	8	73
12	High School, Husainabad	9	...	7	1	8	89

81. The following schools passed less than 20 per cent of their candidates :—

Number.	Name of school.	Number of candidates.	Passed in division.			Total number of passes.	Percentage of passes.
			I.	II.	III.		
1	District School, Gonda	26	...	4	1	5	19
2	Ditto Etah...	12	...	2	...	2	17
3	Anglo-Vernacular School, Fatehgarh, ...	23	...	4	...	4	17
4	Municipal English School Sambhal, Moradabad ...	6	...	1	...	1	17
5	District School, Bulandshahr	25	...	3	...	3	12
6	Ditto Mirzapur	18	...	2	...	2	11
7	Anglo-Vernacular School, Amroha	18	...	...	...	...	...
8	Eastern Inglis Memorial School, Bareilly	5	...	...	...	...	...
9	Municipal Anglo-Vernacular School, Káshipur ...	5	...	...	...	...	...
10	M. A.-O. Collegiate School, Aligarh	33	...	6	...	6	18
11	Mission School, Pauri	11	...	...	2	2	18
12	Devanagri School, Meerut	6	...	1	...	1	17
13	Mission School, Thompsonganj Sitapur, ...	6	...	1	...	1	17
14	S. P. G. Mission School, Cawnpore	8	...	...	1	1	13
15	Church Mission School, Fyzabad...	10	...	...	...	...	...
16	Anglo-Vernacular School, Gyanpur, Mirzapur ...	5	...	...	...	...	...
17	Central Hindu Collegiate School Benares	7	...	...	...	...	...

Of these schools the Mission Schools at Pauri and Fyzabad were named in the corresponding list of last year.

82. *Results of Vernacular middle examination by (Divisions).*

Division.	Class of school.	Year.	Number of candidates.	Passed in 1st division.	Total passes.	Percentage of passes.
AGRA ...	State	1899-1900...	352	45	291	83
		1898-99 ...	316	66	231	73
	Aided and Unaided, under private management.	1899-1900...	...	...	...	...
		1898-99 ...	...	...	...	...
	Total ...	1899-1900...	352	45	291	83
		1898-99 ...	316	66	231	73
BUNDELKHAND	State ...	1899-1900...	123	18	94	76
		1898-99 ...	128	23	82	64
	Aided and Unaided, under private management.	1899-1900...	6	...	5	83
		1898-99 ...	6	...	1	17
	Total ...	1899-1900...	129	18	99	77
		1898-99 ...	134	23	83	62

Results of Vernacular middle examination by (Divisions)—(concluded).

Division.	Class of school.	Year.	Number of candidates.	Passed in 1st division.	Total passes.	Percentage of passes.
LUCKNOW ...	State ...	1899-1900...	226	22	149	66
		1898-99 ...	230	43	150	65
	Aided and Unaided, under private management.	1899 1900...	...	...	...	...
		1898-99 ...	...	...	...	...
	Total ...	1899-1900...	226	22	149	66
		1898-99 ...	230	43	150	65
FYZABAD ...	State ...	1899-1900...	125	13	75	60
		1898-99 ..	140	14	83	59
	Aided and Unaided, under private management.	1899-1900 ..	5	1	2	40
		1898-99 ...	8	...	2	25
	Total ...	1899-1900...	130	14	77	59
		1898-99 ...	148	14	85	57
ALLAHABAD ...	State ...	1899-1900...	187	51	165	88
		1898-99 ...	239	93	201	84
	Aided and Unaided, under private management.	1899-1900...	7	...	4	57
		1898-99 ...	13	2	4	31
	Total ...	1899-1900...	194	51	169	87
		1898-99 ...	252	95	205	81
BENARES ...	State ...	1899-1900 ..	414	17	283	68
		1898-99 ...	406	75	280	69
	Aided and Unaided, under private management.	1899-1900...	30	...	14	47
		1898-99 ...	45	4	23	51
	Total ...	1899-1900...	444	17	297	67
		1898-99 ...	451	79	303	67
ROHILKHAND,	State ...	1899-1900...	376	30	248	66
		1898-99 ...	351	99	216	62
	Aided and Unaided, under private management.	1899-1900...	...	...	...	...
		1898-99 ...	...	...	...	...
	Total ...	1899-1900...	376	30	248	66
		1898-99 ...	351	99	216	62
MEERUT ...	State ...	1899-1900...	443	47	350	79
		1898-99 ...	409	116	337	82
	Aided and Unaided, under private management.	1899-1900...	2	...	1	50
		1898-99 ...	5	1	3	60
	Total ...	1899-1900...	445	47	351	79
		1898-99 ...	414	117	340	82
KUMAUN ...	State ...	1899-1900...	51	2	31	61
		1898-99 ...	66	2	15	23
	Aided and Unaided, under private management.	1899-1900 ..	...	...	...	...
		1898-99 ...	...	...	...	...
	Total ...	1899-1900...	51	2	31	61
		1898-99 ...	66	2	15	23
TOTAL ...	State ...	1899-1900...	2,297	245	1,686	73
		1898-99 ..	2,285	531	1,595	70
	Aided and Unaided, under private management.	1899-1900...	50	1	26	52
		1898-99 ...	77	7	33	43
	Total ...	1899-1900...	2,347	246	1,712	73
		1898-99 ...	2,362	538	1,628	69

The result of the Vernacular Middle examination is again most satisfactory. The number of candidates was sligthly less than last year, but the percentage of passes rose from 69 to 73. The Allahabad Divison stands first, passing 88 per cent. of the 187 candidates sent up from the State schools with 51 in the first division. The Agra and Meerut Divisions are, however, not far behind. The teaching in the higher

classes of Secondary Vernacular school is undoubtedly very good, but what is most remarkable about it is that it is frequently carried on under most unfavourable conditions, *viz.*, noise and want of proper accommodation. The District Boards have not, however, the necessary funds for providing commodious and well arranged Middle schools.

The failures in this examination occurred chiefly in History and Geography and Mathematics. The results in Drawing were very good on the whole. As regards Literature the text-books are not considered to be sufficiently instructive, and it is urged that the Normal School students are not as well up as they ought to be in Urdu literature. It has been suggested that more attention should be paid to this subject in the Normal Schools.

83. The following table gives detailed information with regard to the boarding houses attached to secondary schools and the number of inmates compared with the return for last year :—

	District schools.								Town schools.							
	Average monthly number of boarders during 1899-1900.				Average monthly number of boarders during 1898-99.				Average monthly number of boarders during 1899-1900.				Average monthly number of boarders during 1898-99.			
	Stipendiaries.	Self-supporters.	Total number of boarders	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.	Stipendiaries.	Self-supporters.	Total number of boarders.	Amount of boarding-house fees.
				Rs.				Rs.				Rs.				Rs.
1st Circle ...	10	126	136	685	12	143	155	744	39	118	157	141	32	103	135	104
2nd „ ...	16	164	180	976	14	144	158	857	49	113	162	202	31	114	145	167
3rd „ ...	13	186	199	1,004	13	193	206	1,040	140	700	840	283	143	572	715	282
4th „ ...	19	259	278	1,771	22	278	300	1,775	76	313	389	445	74	267	341	386
5th „ ...	...	9	9	...	4	6	10	...	18	101	119	107	19	88	107	31
Total ...	58	744	802	4,436	65	764	829	4,416	322	1,345	1,667	1,178	299	1,144	1,443	970

There has been a slight decrease in the average number of boarders in all Anglo-Vernacular schools of the 1st Circle except Etáwah, although the boarding-houses with the exception of that at Bánda are said on the whole to have sufficient accommodation and to be fairly comfortable. A good many boys were induced to leave the Farukhabad boarding-house by the circulation of a false report that their food had been cooked by a sweeper, but several of them subsequently returned. In the 2nd Circle the boarding-house of the important school at Fyzabad is still in a very unsatisfactory condition, and other boarding-houses are mentioned as requiring small improvements. Boarding-houses are said to be urgently needed in connection with some of the important Vernacular Middle schools in Hardoi, Unao and Sítapur. In Gonda there is no proper boarding-house attached to any Middle school. The district of Bahraich is equally badly off and can only boast of a row of four badly ventilated rooms attached to one school and used by a few of the poorest boys attending the school. The Inspector of the 3rd Circle states that boarding-houses are badly wanted in connection with Anglo-Vernacular schools at Gházipur, Basti and Azamgarh. He adds that the boarding-house of the District School, Mirzapur, continues to be a disgrace to the District Board, which year after year turns a deaf ear to all remonstrances in regard to it. In the Allahabad Division a good deal has been done in the way of improving boarding-houses, but more of these useful institutions are required, specially in the district of Allahabad. In the 4th Circle there has been a considerable decrease in the number of boarders at the District School Aligarh, which is not explained. The boarding-house at Pilibhít has been so neglected by the District Board that it is now empty. The supervision of the boarding-house at Bulandshahr is unsatisfactory, as there are no quarters for the Superintendent. The vernacular schools of this Circle are fairly well supplied with boarding-houses except in the Sháhjahánpur and Bijnor districts. A boarding-house is also said to be urgently needed at Dehra.

The health and conduct of boarders is generally reported to be satisfactory. There have been few breaches of discipline.

84. *Conduct of scholars.*—Very few serious offences are reported, but there have been the usual instances of misrepresentation, cheating and falsehood. The boys of the Middle class of the Dehra Town School threatened to leave in a body because of the strictness of their teachers. It is to be feared that the discipline of these schools is by no means so satisfactory as that of the district schools, and that very little attention is paid to the improvement of the boys' morals. Many of the masters would neglect their work were it not for fear of bad examination results. Teaching is

often carried on amidst great noise and disorder, and sometimes, especially in the case of the History and Geography done in a perfunctory manner. All this must have a bad effect on the scholars, yet on the other hand, very good teaching is given in most of these schools in the majority of the subjects, and the boys are very industrious. What is unsatisfactory is that the predominant motive influencing both masters and boys is fear, and under such circumstances little or nothing can be expected in the direction of improvement of character.

85. *General progress of education.*—The revision of salaries in several district schools may be expected to result eventually in the employment of a better class of teachers. Many schools are, however, hampered with incompetent teachers on salaries of Rs. 15 per mensem, who have managed to pass the Entrance examination, but could not have prosecuted their studies further. It will scarcely be possible for substantial improvement to be effected until these teachers are got rid of. The Inspector of the 1st Circle remarks that all our schools require better teachers for the lowest classes, but at the slow rate the Training College provides men we shall have to wait for a long time before the demand from Government and aided schools can be met. In the teaching of Geography improvement is noticed by two of the Inspectors. Maps are more generally made use of and the boys point out places more promptly. History is said to be learnt from keys in a very unintelligent way and this subject is often entrusted to the least efficient teachers. Some of these men appear to think that if the boys are plentifully supplied with keys they can pass the examination without further assistance.

86. Mr. Dela Fosse's remarks on the teaching of classical languages agree so entirely with views which I have heard expressed by gentlemen competent to pronounce an opinion on this matter that I quote them *in extenso*:—

"*Classical languages.*—These are taught according to the time-honoured methods of the past. The Maulvis and Pandits are usually men who have had no training in school themselves and have learnt practically nothing else but the languages they teach. As a rule they know their subject fairly and, if allowed limitless time in which to teach it, would probably turn out as good scholars as themselves. But the boys of Anglo-Vernacular schools have many subjects to learn and can only devote at the most an hour a day to the Pandit or Maulvi. A short period of instruction does not suit the methods of the classical teacher of this country, and he cannot impart his knowledge in this way. The hour devoted to classics is usually, I fear, mostly wasted on this account, and is frequently looked upon by boys as a restful period during school in which to relax the mind. The classical teacher from his early training is not often a good disciplinarian, and though he is usually held in great respect on account of his special learning, he is too easy-going and gentle to command obedience and attention. A great deal is often said about the value of a classical training, but when the knowledge of boys in Anglo-Vernacular schools goes no further in classics than at present, and there is so little that is bracing to the mind in the way in which the classical languages are studied, it is doubtful if an Indian student derives any of the advantages which are held to result from the study of classics."

87. The same inspector remarks that the standard in Vernacular schools is a good deal higher than in Anglo-Vernacular schools. There are two reasons for this. As boys in anglo-vernacular schools have more subjects of study they have less time to pay to the vernaculars; and the teaching of the vernaculars is usually handed over to the least efficient teachers on the staff. In Dictation and Writing, particularly, boys of Anglo-Vernacular schools are as a rule a good deal behind those in the corresponding classes of Vernacular schools. But the increased attention now paid to translation from English into Vernacular and *vice versa*, and the better use made of translation copy books, should have the effect of bringing the knowledge of the vernaculars up to the required standard at no distant time.

88. *School buildings and apparatus.*—The school houses of Anglo-Vernacular schools are as a rule sufficiently roomy and are kept in good repair. The Fyzabad, Bánda, and Mainpuri schools, however, require enlargement. Increased accommodation has at least been sanctioned for the Fatehpur District School. In Cawnpore and Mirzapur District Schools it is still under consideration, and in Jaunpur two new class rooms have been added. Two aided schools, the National School, Azamgarh, and the City Anglo-Vernacular School, Allahabad, have moved into new and spacious quarters this year, and one or two others have added to, or improved, their accommodation. Sufficient furniture is everywhere supplied for school purposes, though in some aided and recognised schools it is poor in quality and meagre in quantity. Apparatus sufficient for the purposes of the School Final examination is supplied in all schools possessing Science classes. But the fittings in some of the laboratories seemed to me to require renewal.

89. The accommodation provided in Vernacular Middle schools is, as has been already remarked, quite insufficient. At Saháranpur and Dehra Dún suitable school

houses are urgently needed, and should be built with as little delay as possible, as houses fit for the purpose cannot be hired. A new school house is also needed at Fatehpur as the building now in use cannot be enlarged, and in order to prevent overcrowding the attendance will have to be limited. Two other schools in this district urgently need enlargement, and the same is the case in the Allahabad and Mirzapur districts. In the Fyzabad Division the overcrowded schools at Kaisarganj and Jalalpur are to be enlarged.

90. *Supply of teachers.*—The Training College still continues to do useful work in this respect, and Mr. Kempster's pupils may now be found in all the principal Anglo-Vernacular schools of these Provinces. The Inspectors are careful to note that the method of teaching acquired at the Training College is maintained. The question of allowing some of the teachers of Anglo-Vernacular schools to go for a year to the Training College is under consideration. Some of these men are very industrious and anxious to rise in their profession. They have realized that their method of teaching is capable of improvement. It will, I think, be found possible to make arrangements by means of which they may be able to take advantage of the Training College without forfeiting their appointments The new regulations of the university for the B. A. degree will necessitate the employment of a better class of Maulvis and Pandits at district schools. Many of the former do not even know Arabic.

91. The Inspectors appear to be well satisfied with the men turned out from the Vernacular Normal schools. The supply, however, falls far short of the demand, and considering the rapid strides which vernacular education is now making it seems imperative that steps should be taken at an early date either to enlarge these schools or to provide new ones. The want is every year becoming more urgent in Kumaun, in which division the demand for elementary vernacular education is spreading more widely than elsewhere; yet Mr. Crosse, who was in charge of the division four years ago, now remarks that there has been no improvement in the interval, and that in many instances the qualifications of the teachers are practically nil. He shares the opinion which I have frequently expressed that a Normal school is greatly wanted at Almora.

CHAPTER VI.—PRIMARY SCHOOLS.

92. *Public Primary schools—Number of schools and scholars.*

Class of school.	Year.	Number of schools.	Number of scholars in—		
			Upper Primary stage.	Lower Primary stage.	Total.
Boy's schools (English).					
Managed by Government	1899-1900 ...	16	308	987	1,295
	1898-1899 ...	18	341	918	1,259
Ditto by District or Municipal Boards ...	1899-1900 ...	...	...	...	...
	1898-1899 ...	1	6	81	87
Aided by Government or by District or Municipal Boards (for Natives).	1899-1900 ...	5	33	249	282
	1898-1899 ...	6	31	248	279
Ditto ditto (for Europeans) ...	1899-1900 ...	6	46	140	186
	1898-1899 ...	6	35	132	167
Unaided (for Natives)	1899-1900 ...	3	7	61	68
	1898-1899 ...	3	33	141	174
Ditto (for Europeans)	1899-1900 ...	1	6	8	14
	1898-1899 ...	...	...	...	...
Total ...	1899-1900 ...	31	400	1,445	1,845
	1898-1899 ...	34	446	1,520	1,966
Boys' Schools (Vernacular).					
Managed by District or Municipal Boards ...	1899-1900 ...	4,425	21,285	166,087	187,372
	1898-1899 ...	4,315	19,890	147,626	167,516
Aided by Government or by District or Municipal Boards.	1899-1900 ...	2,241	2,507	68,094	70,601
	1898-1899 ...	1,655	1,703	48,062	49,765
Unaided	1899-1900 ...	39	69	1,199	1,268
	1898-1899 ...	20	32	629	661
Total ...	1899-1900 ...	6,705	23,861	235,380	259,241
	1898-1899 ...	5,990	21,625	196,317	217,942
Girls' Schools (English).					
Aided by Government or by District or Municipal Boards (for natives).	1899-1900 ...	8	46	426	472
	1898-1899 ...	11	83	830	913
Ditto ditto (for Europeans) ...	1899-1900 ...	7	104	273	377
	1898-1899 ...	8	88	231	319
Unaided (for Natives)	1899-1900 ...	1	8	16	24
	1898-1899 ...	...	...	...	...
Ditto (for Europeans)	1899-1900 ...	2	7	20	27
	1898-1899 ...	3	11	58	69
Girls' Schools (Vernacular.)					
Managed by District or Municipal Boards ...	1899-1900 ...	152	173	3,927	4,100
	1898-1899 ...	145	213	3,473	3,686
Aided by Government or by District or Municipal Boards.	1899-1900 ...	165	203	6,120	6,323
	1898-1899 ...	145	320	5,654	5,974
Unaided	1899-1900 ...	4	...	98	98
	1898-1899 ...	7	6	171	177
Total ...	1899-1900 ...	339	541	10,880	11,421
	1898-1899 ...	319	721	10,417	11,138
GRAND TOTAL ...	1899-1900 ...	7,075	24,802	247,705	272,507
	1898-1899 ...	6,343	22,792	208,254	231,046

The preceding tabular statement shows the different kinds of primary schools with their enrolment. The number of schools in which English is taught is comparatively small. The decrease is due to two branch schools attached to district schools in the Fyzabad Division having been closed, and to the transfer of the Municipal Free School at Mainpuri to the list of secondary schools. The teaching of English in this school should in my opinion be discontinued as it draws away boys who can pay fees from the district and mission schools. The single Aided Primary school for natives shown last year was in Lucknow and has now been closed. Further information with regard to girls' schools and schools for Europeans will be given in Chapters IX and X. The number of primary schools for natives managed or aided by District or Municipal Boards is so large that it seems desirable to give information with regard to them, districtwise, as has been done in former years.

93. The following table shows the expenditure on Anglo-Vernacular and Vernacular Primary boys' schools. The increase in the expenditure from "Local Funds," in the former is partly due to the loss of fee income, which again was to some extent caused by the reduction in the number of schools. Details of the expenditure on Vernacular schools will be found in subsequent statements. There is an increase under all heads except "other sources," and not the least satisfactory feature of the statement is the increase in the fee income. It may also be noticed that whereas the average enrolment of vernacular schools has increased by 18 per cent, the total expenditure has increased by only 8 per cent.

Expenditure on Primary Schools for native boys.

Class of schools	1899-1900. Average enrolment.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.	1898-99. Average enrolment.	Provincial revenues.	Local funds.	Municipal funds.	Fees.	Other sources.	Total.
English schools for boys.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	1,334	...	6,331	1,963	5,189	18	13,501	1,325	...	5,680	2,211	6,131	410	14,432
Ditto by District or Municipal Boards	...	...	...	...	...	...	...	53	...	...	469	...	...	469
Aided by Government or by District or Municipal Boards	265	...	2,051	...	606	3,716	6,373	277	...	2,058	547	488	3,873	6,966
Unaided	75	...	...	...	18	60	78	181	...	...	...	405	1,428	1,833
Total ...	1,674	...	8,382	1,963	5,813	3,794	19,952	1,836	...	7,738	3,227	7,024	5,711	23,700
Vernacular schools for boys.														
Managed by District or Municipal Boards...	1,69,961	...	5,39,471	13,531	35,604	4,800	5,93,406	1,54,248	...	5,19,547	13,045	30,288	4,359	5,67,239
Aided by Government or by District or Municipal Boards.	65,205	...	77,413	6,779	9,173	18,342	1,11,707	45,039	...	54,813	4,805	6,016	21,208	86,842
Unaided	1,131	...	...	...	17	4,028	4,045	621	...	...	...	32	2,863	2,895
Total ...	2,36,297	...	6,16,884	20,310	44,794	27,170	7,09,158	1,99,908	...	5,74,360	17,850	36 336	28,430	6,56,976
GRAND TOTAL ...	2,37,971	...	6,25,266	22,273	50,607	30,964	7,29,110	2,01,744	...	5,82,098	21,077	43,360	34,141	6,80,676

94. The usual information with regard to schools managed by District Boards is given in the following statement :—

Vernacular Primary Schools Managed by District Boards.

District.	Number of schools.						Number of scholars.						Fee income.		Total expenditure.	
	Upper primary.		Lower Primary.		Total.		Upper Primary stage.		Lower Primary stage.		Total.					
	1899-00	1898-99.	1899-00	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.
													Rs.	Rs.	Rs.	Rs.
Muttra	20	71	64	13	84	84	347	471	3,187	3,145	3,534	3,616	367	491	10,761	10,957
Agra	41	60	80	61	121	121	417	453	3,995	3,731	4,412	4,184	395	381	16,945	15,963
Farukhabad	21	20	80	80	101	100	308	283	3,942	3,517	4,250	3,800	644	317	12,465	12,414
Mainpuri	16	14	82	76	98	90	195	177	3,122	2,784	3,317	2,961	96	110	11,090	10,811
Etáwah	18	16	56	58	74	74	191	173	2,478	2,471	2,669	2,644	355	333	10,303	10,476
Etah	29	24	64	65	93	89	381	401	2,813	2,788	3,194	3,189	241	158	12,871	12,181
Jhánsi	11	10	46	46	57	56	93	92	1,427	1,286	1,520	1,378	145	147	7,074	6,693
Jalaun	15	20	43	34	58	54	113	149	1,712	1,528	1,825	1,677	98	28	7,012	6,590
Lalitpur	10	10	35	34	45	44	117	87	1,081	1,116	1,198	1,203	13	22	6,253	6,130
Bánda	30	30	80	83	110	113	265	250	3,072	3,047	3,337	3,297	40	57	13,951	13,726
Hamírpur	18	14	55	59	73	73	222	174	2,554	2,174	2,776	2,348	28	21	10,015	9,646
Kheri	32	32	28	28	60	60	279	286	1,985	2,250	2,264	2,536	295	...	7,911	7,474
Sitapur	60	70	104	93	164	163	662	618	4,887	5,120	5,549	5,738	1,866	1,685	17,644	15,124
Lucknow	19	25	50	43	69	68	272	301	2,164	2,160	2,436	2,461	1,047	905	9,920	9,975
Hardoi	31	41	85	59	116	100	312	374	3,611	3,061	3,923	3,435	171	126	15,353	13,837
Unao	40	44	58	55	98	99	528	505	3,403	3,298	3,931	3,803	1,488	1 370	13,964	13,873
Rae Bareli	57	66	28	19	85	85	660	658	3,306	3,243	3,966	3,901	710	631	13,114	13,077
Bahraich	46	44	20	21	66	65	380	325	2,717	2,096	3,097	2,421	951	840	9,334	8,891
Gonda	72	71	31	23	103	94	590	568	4,115	3,388	4,705	3,956	...	...	13,832	12,784
Fyzabad	47	47	17	17	64	64	717	626	4,615	3,094	5,332	3,720	84	...	12,278	10,001
Sultánpur	44	44	46	46	90	90	691	503	4,423	3,887	5,114	4,390	697	691	12,161	12,086
Partábgarh	43	53	32	12	75	65	455	475	3,750	2,662	4,205	3,137	672	566	11,527	9,758
Bara Banki	66	69	42	40	108	109	692	662	4,979	3,558	5,671	4,220	2,470	1,791	16,192	15,520
Cawnpore	50	49	68	70	118	119	586	521	4,761	4,753	5,347	5,274	1,262	1,180	18,432	17,786
Fatehpur	22	22	64	62	86	84	251	200	2,753	2,518	3,004	2,718	1,280	1,165	11,791	11,531
Allahabad	32	30	72	75	104	105	270	232	2,942	2,697	3,212	2,929	1,051	949	13,753	13,664
Jaunpur	34	33	65	65	99	98	342	295	4,102	3,231	4,444	3,526	832	729	13,963	13,067

Vernacular Primary Schools Managed by District Boards—(concluded).

District.	Number of schools.						Number of scholars.						Fee income.		Total expenditure.	
	Upper Primary.		Lower Primary.		Total.		Upper Primary stage.		Lower Primary stage.		Total.					
	1899-00.	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.	1899-00.	1898-99.
													Rs.	Rs.	Rs.	Rs.
Mirzapur	17	18	74	76	91	94	186	151	3,739	3,280	3,925	3,431	100	100	10,707	10,826
Gorakhpur	55	59	81	75	136	134	1,045	655	8,701	5,925	9,746	6,580	1,493	700	19,877	18,733
Basti	33	25	61	64	94	89	459	451	4,235	3,751	4,694	4,202	831	624	13,117	11,333
Azamgarh	54	60	45	39	99	99	752	698	5,229	4,519	5,981	5,217	1,125	1,136	14,072	14,100
Benares	44	61	23	8	67	69	443	457	2,873	2,964	3,316	3,421	718	5	7,984	7,955
Gházipur	31	30	38	39	69	69	490	432	3,301	2,983	3,791	3,415	861	692	10,143	9,259
Ballia	38	67	43	11	81	78	523	616	2,936	2,840	3,459	3,456	587	561	10,958	10,362
Bareilly	58	52	30	36	88	88	565	565	3,261	3,063	3,826	3,628	1,139	1,071	13,508	13,233
Bijnor	45	45	29	33	74	78	531	437	2,691	2,491	3,222	2,928	930	826	10,157	10,383
Budaun	66	79	43	24	109	103	487	471	3,491	2,882	3,978	3,353	378	290	14,083	13,699
Moradabad	50	45	56	62	106	107	458	402	3,579	2,985	4,037	3,387	768	650	14,140	13,335
Sháhjahánpur	33	41	61	57	94	98	418	417	4,056	3,648	4,474	4,065	289	323	12,100	12,541
Pilibhít	54	47	2	6	56	53	409	334	1,671	1,706	2,080	2,040	809	672	6,448	6,719
Dehra Dún	13	16	10	7	23	23	96	92	748	787	844	879	15	6	3,097	2,849
Saháranpur	42	54	42	31	84	85	405	400	2,498	2,462	2,903	2,862	610	602	9,958	9,502
Muzaffarnagar	53	61	32	20	85	81	463	519	2,664	2,269	3,127	2,788	1,343	1,264	10,802	10,542
Meerut	80	96	53	26	133	122	902	983	4,088	3,711	4,990	4,694	2,152	2,051	17 761	17,783
Bulandshahr	66	64	21	22	87	86	605	591	2,926	2,874	3,531	3,465	1,313	1,491	11,629	11,358
Aligarh	73	84	50	39	123	123	777	796	4,300	4,294	5,077	5,090	2,220	2,045	17,891	17,952
Naini Tál	5	4	50	35	55	39	30	19	1,076	773	1,106	792	58	60	5,996	4,529
Garhwál	6	4	68	58	74	62	170	84	2,488	1,798	2,658	1,882	115	89	7,192	5,785
Almora	42	30	39	48	81	78	561	345	3,516	3,160	4,077	3,505	...	...	9,006	8,994
Total ...	1,882	2,071	2,446	2,153	4,328	4,224	21,111	19,774	161,963	143,768	183,074	163,542	35,152	29,951	5,80,535	5,55,907

It will be observed that there has been a reduction in the number of Upper Primary schools. This has occurred largely in the Meerut Division and is due to the fact that it was found necessary to abolish the Upper Primary section in some schools which had only one teacher. It is therefore all the more satisfactory to notice that the total number of children in the Upper Primary section has increased.

The total number of schools has increased by 104, and the number of scholars by 19,532. The most marked increase is in the Kumaun, Fyzabad, Lucknow and Meerut divisions. In the Fyzabad, Benares, Rohilkhand and Allahabad divisions there has also been a great increase in the number of scholars. The Assistant Inspector of Fyzabad reports that in his division the increase in the number of scholars is due not so much to the opening of new schools as to the zeal shown by Deputy Inspectors and teachers in inducing parents to send their children to school. This is confirmed by the fact that the increase in the number of scholars is to the increase in the number of schools very nearly in the ratio of 200 to 1. It is satisfactory to find that His Honor's efforts to spread education are being thus energetically seconded by inspecting officers and teachers.

95. *Fees.*—Tuition fees have been levied for the first time in the Lower Primary sections in the Etah district and the Upper Primary sections in the Mainpuri district. One district in Bundelkhand, *viz.* Jalaun, levies a fee in the Primary schools, but only in the Upper Primary section. In parts of Bundelkhand the people are probably too poor to pay for education. The Agra District Board will probably see their way to increasing the rates next year. In the 2nd Circle Hardoi, which charged no fees at all last year, now levies fees ranging from 6 pies to 1 anna, Kheri charges higher rates than last year, and Sultánpur and Partábgarh now levy fees in the Preparatory section also. In the Fyzabad district there is no regular system of levying fees, but the Deputy Inspector reports that his proposal to adopt one is under the consideration of the District Board, and there is every hope of sanction. There are now only two districts, *viz.* Gonda and Fyzabad, which do not credit fees into the Treasury. The fees in the Upper Primary classes of the Allahabad Division are levied at a uniform rate of one anna in all the districts except Jaunpur, where it is half that amount; but the rates for the Lower Primary section vary in different districts. Allahabad and Fatehpur charge at the rate of 6 pies and Cawnpore and Jaunpur 3 pies, while Mirzapur levies no fees. In the Meerut Division no tuition fee is charged in Dehra Dún. The rates levied in Saháranpur are only half those charged in the other districts, *viz.*, 2 pies in the Lower Primary section and 4 pies in the Upper Primary section. The decrease in the fee income of Sháhjahánpur is attributed to the reduction of 8 schools from the Upper Primary status to the Lower Primary. No tuition fee is charged in the Lower Primary and Preparatory sections of schools of the Budaun district. Nor is any fee levied in these sections (class II excepted) in the Sháhjahánpur district. No change has taken place in the rates charged in the other districts. The total fee income for all schools would have been larger but for the rule which requires fees in some cases to be paid into the Treasury by postal money order.

96. With regard to the teaching in these schools the Inspector of the 3rd Circle remarks:—

"The instruction in each subject is now much in advance of what it was in previous years. The reading and explanation have much improved, though there is still room for further improvement in vernacular reading with strict regard to correct pronunciation, modulation and pauses, &c. The power of explanation also needs developing. The formation of letters has improved visibly of late, and the examinees now do not make as many blunders in spelling as they were accustomed to when I took over charge of the division. The methods of working Arithmetic have also been improved to a great extent. Geography is more intelligently taught than it used to be. Places on the map are pointed out with extreme promptness; more intelligence is shown by the examinees in answering questions on mental Arithmetic. Penmanship has markedly improved, and explanations of passages from the reader are given more intelligently. There is in fact more real teaching and less cramming than there was formerly."

97. *Physical Education.*—This branch of education still continues to receive attention. In the 4th Circle the centre examinations were generally closed with a small display of races and athletic sports and the Officiating Inspector regrets that this feature of the examination will no longer be so attractive as formerly now that only the second and fourth classes are examined. School drill is being practised on a larger scale as its importance is more widely recognised and there is a growing demand for trained drill masters. The old fashioned type of school master is quite unequal to the task. Never having seen drill practised, and looking upon it as some new-fangled notion and transitory fad of the department, he teaches it in such a perfunctory manner as to make a farce of it, and bring it into contemptuous ridicule in the village. When it is well taught, village boys take to it kindly, and attain quickly to a fair degree of efficiency.

Aided Vernacular Primary Schools.

District.	Number of schools on March 31st.		Number on rolls on 31st March 1900.			Number on rolls on 31st March 1899.	Results of examinations.		Expenditure.			
	1900.	1899.	Upper Primary.	Lower primary.	Total.		Passed Upper Primary standard.	Passed Lower Primary standard.	From Public and Municipal funds.	From fees.	From other sources.	Total.
									Rs.	Rs.	Rs.	Rs.
Muttra ...	32	23	31	884	915	701	...	29	1,351	1,132	...	2,483
Agra ...	39	27	26	799	825	471	...	31	1,331	943	487	2,761
Farukhabad ...	29	21	51	711	762	446	4	24	1,131	...	1,184	2,315
Mainpuri ...	22	19	...	474	474	397	...	21	586	...	...	586
Etáwah ...	27	13	5	665	670	348	...	13	898	22	831	1,751
Etah ...	21	19	23	397	420	381	...	10	544	...	649	1,193
Total ...	170	122	136	3,930	4,066	2,744	4	128	5,841	2,097	3,151	11,089
Jhánsi ...	20	18	7	542	549	455	...	3	546	...	100	646
Jalaun ...	41	39	19	1,008	1,027	922	...	19	1,872	...	1,069	2,941
Lalitpur ...	6	1	...	104	104	27	...	...	183	...	...	183
Bánda ...	64	13	...	1,317	1,317	357	...	4	1,153	...	...	1,153
Hamírpur ...	16	14	8	303	311	255	1	5	517	441	...	958
Total ...	147	85	34	3,274	3,308	2,016	1	31	4,271	441	1,169	5,881
Kheri ...	44	25	18	1,011	1,029	650	...	36	1,286	...	84	1,370
Sítapur ...	...	...	...	...	...	...	...	...	...	...	...	...
Lucknow ...	2	2	5	47	52	40	...	5	84	...	...	84
Hardoi ...	29	23	8	727	735	586	1	...	831	...	...	831
Unao ...	27	26	46	634	680	709	4	40	1,140	...	...	1,140
Rae Bareli ...	72	56	110	1,908	2,018	1,506	1	52	2,732	806	...	3,538
Total ...	174	132	187	4,327	4,514	3,491	6	133	6,073	806	84	6,963
Bahraich ...	44	34	14	1,201	1,215	870	...	36	1,967	385	...	2,352
Gonda ...	21	10	26	714	740	633	...	24	895	671	2,205	3,771
Fyzabad ...	52	46	107	2,245	2,352	1,690	3	111	1,788	...	...	1,788
Sultánpur ...	60	47	...	2,029	2,029	1,445	...	104	3,007	253	...	3,260
Partábgarh ...	44	41	89	1,706	1,795	1,444	10	37	1,398	459	...	1,857
Bara Banki ...	18	3	7	650	657	66	...	9	317	...	...	317
Total ...	239	190	243	8,545	8,788	6,148	13	321	9,372	1,768	2,205	13,345
Cawnpore ...	70	37	...	1,941	1,941	968	...	23	2,798	...	1,698	4,496
Fatehpur ...	10	...	...	249	249	...	...	...	105	...	94	199
Allahabad ...	68	67	5	1,363	1,368	1,334	...	1	3,013	...	...	3,013
Jaunpur ...	50	40	11	1,543	1,554	1,106	...	9	2,160	...	...	2,160
Mirzapur ...	47	36	15	2,019	2,034	1,696	...	9	2,101	1,799	812	4,712
Total ...	245	180	31	7,115	7,146	5,104	...	42	10,177	1,799	2,604	14,580
Gorakhpur ...	173	93	707	7,478	8,185	3,759	71	434	7,648	...	...	7,648
Basti ...	192	105	391	6,162	6,553	3,614	27	191	6,690	...	...	6,690
Azamgarh ...	96	63	65	3,302	3,367	2,111	2	56	3,565	838	1,994	6,397
Benares ...	38	33	82	1,194	1,276	1,148	...	71	1,692	...	...	1,692
Gházipur ...	83	86	32	3,180	3,212	3,276	4	114	3,475	...	...	3,475
Ballia ...	56	43	35	2,468	2,503	2,142	4	31	1,792	...	12	1,804
Total ...	638	423	1,312	23,784	25,096	16,050	108	897	24,862	838	2,006	27,706
Bareilly ...	43	24	17	1,099	1,116	591	...	31	1,482	...	...	1,482
Bijnor ...	117	94	22	3,746	3,768	2,724	...	32	3,121	...	...	3,121
Budaun ...	18	4	19	375	394	88	...	10	300	...	...	300
Moradabad ...	13	8	17	250	267	153	...	2	476	...	...	476
Sháhjahánpur ...	17	8	3	479	482	249	...	3	752	...	...	752
Pilibhít ...	8	12	27	183	210	334	2	16	394	...	...	394
Total ...	216	150	105	6,132	6,237	4,139	2	94	6,525	...	...	6,525
Dehra Dún ...	9	8	15	317	332	206	...	11	504	450	578	1,532
Saháranpur ...	48	37	23	1,306	1,329	1,072	5	27	2,664	...	2,015	4,679
Muzaffarnagar ...	52	57	81	1,582	1,663	1,686	3	44	2,203	...	...	2,203
Meerut ...	81	90	60	1,819	1,879	2,142	4	104	3,464	...	2,152	5,616
Bulandshahr ...	69	65	101	1,911	2,012	1,803	8	57	2,329	...	42	2,371
Aligarh ...	60	63	49	1,440	1,489	1,704	2	77	1,943	...	...	1,943
Total ...	319	320	329	8,375	8,704	8,613	22	320	13,107	450	4,787	18,344
Naini Tál ...	6	3	...	76	76	41	...	...	193	7	...	200
Garhwál ...	24	17	46	389	435	315	...	1	768	741	...	1,509
Almora ...	63	33	84	2,147	2,231	1,104	7	88	3,003	226	2,336	5,565
Total ...	93	53	130	2,612	2,742	1,460	7	89	3,964	974	2,336	7,274
GRAND TOTAL ...	2,241	1,655	2,507	68,094	70,601	49,765	163	2,055	84,192	9,173	18,342	1,11,707

98. The preceding statement gives information with regard to the measures which have been taken in each district to develop the system of aided primary schools. The total number of these schools has increased during the year under review from 1,655 to 2,241, and the number of pupils on the roll from 49,765 to 70,601. Thus, while the enrolment has increased roughly speaking by 40 per cent, the increase in the number of schools is only 35 per cent. This seems to me to prove that the desire of the Government to extend primary education does not go beyond, but if anything falls short of, the willingness of the people to avail themselves of it when it is placed within their reach. The districts in which most has been done in this direction are Bánda, Gorakhpur, Basti, Cawnpore, Azamgarh and Almora. The only districts which show no progress are Gházipur, Pilibhít, Muzaffarnagar, Meerut and Aligarh. In the Aligarh district the closing of some schools was due to funds running short. A number of schools were opened at the beginning of the year, but when the sanctioned budget was received and the grant for education was found to have been reduced, they had to be closed. The Commissioner of Meerut remarks as follows on the report of the Meerut district :—

"The report from the Meerut district is very unsatisfactory. Little or nothing appears to have been done in the direction of awakening local interest in the education of the masses and assisting private efforts with grants from the district funds. The number of schools aided by the Board has decreased from 93 to 80, the management of 11 schools having been taken over by the Board and 2 having apparently been closed. Yet it is said that 6,384 boys are being educated in unaided indigenous schools for shopkeeping and commercial pursuits. Hence there is ample room for further expenditure in improving the narrow education which these boys are receiving. It is also to be regretted that the number of inspections by non-educational officers has declined from 338 to 280, owing, it is said, to the lack of interest taken by Tahsíldárs."

The Commissioner of Rohilkhand has also called the attention of the Pilibhít District Board to the absence of progress in that district.

99. As regards the education given in these schools it will be seen that the number of boys who passed the last Upper Primary examination is still very small, and that more than half of them were from the Gorakhpur Division. It may, however, be expected that better examination results will be attained as the teachers gain in experience. At present better teachers are very urgently wanted. In this respect the Benares Division is better off than others, but it is said that many of them neglect the lower classes in order to prepare boys especially for the Primary examinations. These schools cannot of course be compared with the well established district board schools. Possibly many may have to forfeit their grants on the ground of inefficiency. At the same time the undoubted fact that there is a growing demand for primary education, and the efficiency and diligence shown by the inspecting officers are a guarantee that the system which has been so liberally promoted by the present administration will eventually bear good and lasting fruit.

CHAPTER VII.—TRAINING SCHOOLS FOR TEACHERS.

SECTION A.—*Anglo-Vernacular Training College.*

			1900.	1899.
	Number of Schools.		1	1
Number of scholars on 31st March.	Government Stipendiaries...	Anglo-Vernacular Juniors.	24	10
		Anglo-Vernacular Seniors.	15	5
	Other Stipendiary students	1st year ...	...	...
		2nd year ...	...	...
	Non-Stipendiary students...	Anglo-Vernacular Juniors.	4	3
		Anglo-Vernacular Senior.	...	1
		Total ...	43	19
	Teachers attending Training College ...		3	...
	Others		40	...
Expenditure.	On establishment and contingencies.	From Local Funds	7,131	3,196
	On stipends	From Local Funds	3,932	1,304
		TOTAL ...	11,063	4,500
Results of examination.	Number of candidates		46*	20*
	Number passed in Senior		17*	6*
	Number passed in Junior		16	11*
	Total passed ...		33*	17*

* Including private candidates.

100. During the entire session 51 students joined the College. Of these 7 left of their own accord and one was dismissed for incapacity under Rule IV of the Prospectus. There were thus at the close of the year 43 on the rolls—15 seniors and 28 juniors. The total shows an increase of 24 on that of the previous year. This is due to the fact that the number of stipends was increased from 24 to 48. The proportion of Hindus is very large, there being 37 of them; whereas the number of Muhammadans was only 4. There were 2 Native Christians.

101. The large increase in expenditure is due to the re-organization of the college on a greatly extended basis. The Principal's pay has been increased from Rs. 250 to Rs. 300, and five new appointments on pay ranging from 40 to 250 have been created. The number of stipends has been doubled and their value materially increased. The menial establishment has also been increased and there has been a large increase under the head of contingencies. The total expenditure is, however, well within the sanctioned scale.

102. *Results of examination and instruction.*—The result of last year's certificate examination was very good. Of the 21 candidates who appeared one fell ill during the examination and had to go home and 17 of the remaining 20 passed. This year (1900) there were 46 candidates, including 3 private candidates who appeared with the seniors. There were thus 18 seniors and 28 juniors, who appeared for the examination. Of the 18 seniors 17 were successful and one, who failed, was a private candidate. Of the 28 juniors 16 are considered to have passed.

The Principal reports that 90 fully prepared lessons were given in his presence to classes from the Model School and that many of these lessons were excellent. I heard a very good object lesson given in the College last autumn. The Principal and his staff deserve credit for the progress made by the students. The Inspector notices that many of the students have a very imperfect knowledge of English. This, however, is the case with many graduates of the University, and will not, I fear, be corrected until a colloquial test forms part of the Entrance examination. Physical training is practised systematically under the drill master and every student has been put through the prescribed course in drill and gymnastics.

With regard to the conduct of the students the Principal writes:—"During the four years I have been at the head of the Training College, I have never trained a better set of students than the present one. Their conduct has been excellent from beginning to end."

The Principal praises all the members of his staff for the earnest and careful way in which they have done their work during the year.

103. *Employment of teachers.*—All the students who have passed the certificate examination of the Training College have obtained employment, the juniors on salaries ranging from Rs. 20 to Rs. 40, and the seniors from Rs. 40 to Rs. 50.

SECTION B.—NORMAL SCHOOLS FOR MALE TEACHERS.

			Government. 1900.	1899.
Number of Schools.			4	3
Number of scholars on 31st March.	Government Stipendiaries...	1st year ...	224	167
		2nd year ...	160	153
	Other Stipendiary students	1st year ...	...	2
		2nd year ...	2	1
	Total	..	386	323
	Teachers attending Normal class	...	355	189
	Others	...	31	134
Expenditure ...	On establishment and contingencies.	From Local Funds...	24,160	18,804
		From other sources ...	173	358
	Total	...	24,333	19,162
	On stipends ...	From Local Funds ...	25,950	22,083
		From other sources ...	166	198
	Total	...	26,116	22,281
	GRAND TOTAL	..	50,449	41,443
Results of examination.	Number of candidates ...	...	163	154
	Number passed in Division I...	...	87	93
	Ditto II	...	19	35
	Total passed	...	106	128

104. During the year under review a fourth Normal school was opened at Moradabad with 60 pupil teachers distributed almost equally between the Meerut and Rohilkhand divisions. The opening of this school accounts for the increased number of first year stipendiaries and for the increase in the expenditure on establishment, contingencies and stipends. It will be observed that there is a falling off in the attendance of persons who are not teachers. This is not accounted for, but it may be due to the increased difficulty of the course of study.

105. The results of the examinations were not so satisfactory as last year, a good many candidates failing in Mathematics. Some of these have been allowed to pass by grace marks, as it does not seem reasonable to attach as much importance to subjects of general instruction in a technical school as in other schools, and many of the young men who thus failed had shown fair capacity for teaching. The Inspector of the 1st Circle states that he was well satisfied with the *vivâ voce* part of the examination in the Agra School, and that the pupil teachers showed that they understood how to maintain discipline in a class and excite interest in the subject of a lesson. The Inspector of the 3rd Circle considers that the manners of the students improve a good deal during the two years of training. The moral standard of village school teachers is not high, but the time spent in the Normal school under strict discipline no doubt has a lasting effect upon their minds. They are, he believes, morally and physically better for their training, and at any rate they return with a wider experience to their homes and larger and more tolerant views. The result of the oral examination in the practice of teaching this year at the Allahabad School was a distinct advance upon those of former years, and some students acquitted themselves most creditably.

SECTOIN C.—NORMAL SCHOOLS FOR FEMALE TEACHERS.

106. The Female Normal School, Sigra, which is the only school of this class in the Provinces, is a Middle school and Training School combined. It is inspected periodically by the Inspectress of Schools, and her reports are on the whole very favourable. Sixteen girls in the school are under training for teacherships, and at the same time preparing for the Middle examination. There is a Model school attached to the Normal school, in which the pupil teachers give lessons under the eye of the Principal without the aid of books or notes, relying solely on previous preparation. Criticism lessons are also given in the Training School, and attention is paid to method and management, discipline and calisthenics. The Church Missionary Society, to which the school belongs, is so impressed with the value of the training school department that it is sending out two qualified trained lady teachers from England specially to look after it.

CHAPTER VIII.—PROFESSIONAL AND TECHNICAL EDUCATION.

SECTION A.—*Law Classes.*

Institution.	Number on the rolls on 31st March.	Number of candidates for examinations.	Examination in which they pass.				Expenditure.			
			Bachelor of laws.	High Court Vakil.	Pleadership.	Total.	Public Funds.	Fees.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Muir College	64	66	8	11	6	25	881	4,219	...	5,100
Canning College ...	71	110	2	7	12	21	...	4,210	...	4,210
Queen's College ...	19	20	...	4	3	7	2,172	828	...	3,000
Aligarh M.-A. O. College ...	55	16	2	3	4	9	...	1,534	2,126	3,660
Agra College	61	25	1	3	9	13	...	1,509	891	2,400
Bareilly College ...	15	6	...	...	2	2	...	626	...	626
Meerut College ...	64	7	2	...	1	3	...	710	..	710
Christ Church College, Cawnpore.	48	21	1	2	...	3	...	2,306	...	2,306
Total, 1899-1900 ...	397	271	16	30	37	83	3,053	15,942	3,017	22,012
Total, 1898-99 ...	372	396	61	22	27	110	3,580	12,402	4,376	20,358

107. *Law classes.*—The statistics for the year are given in the preceding statement. The number of students on the roll has increased somewhat, although the law classes at St. John's College, Agra, appear to have been closed. There has been however a great falling off in the number of candidates who went up for the examinations and a much smaller number have obtained the degree of Bachelor of Law. The fees at all colleges have increased. Further details of the examinations are given in the following statement :—

		1899-1900.	1898-99.
Bachelor of Laws	Candidates	63	256
	Passes	16	61
High Court Vakils ...	Candidates	90	65
	Passes	30	22
Pleadership	Candidates	118	75
	Passes	37	27
Total ...	Candidates	271	396
	Passes	83	110

108. Mr. Cordeux, Officiating Professor of Law at the Canning College, Lucknow, explains why so many of the Law students go forward to their examination with failure as a certainty :—" A great many of the students take very little interest in their work and merely attend the class with the object of obtaining the certificate to enable them to present themselves for examination : it is therefore no great matter for wonder that numbers fail to pass. However, there are a certain number who

show keenness, intelligence, and ability: these should do well. As I remarked when I was officiating, I consider the course a great deal too long to be adequately dealt with in two sessions. I often feel from the faces around me that I am going too fast for many to follow, but I do not see how I can avoid this as matters stand. I am of opinion that the course laid down, *if properly prepared*, is quite sufficient to demand a student's *entire* attention for a period of two years; whereas many of the class are either reading for their Arts degrees or employed in some office or other during the day. The result of this must be a good deal of 'cramming,' a method of learning which I deprecate."

The Principal adds that this 'cramming' is carried on after they have left the class. The majority of the students do not present themselves for examination until some years after they have finished their compulsory course of lectures.

SECTION B.—MEDICAL EDUCATION.

109. *Agra Medical School.*—This school has two departments, one for men and the other for women. On the 31st March 1900 there were 188 scholars in the male department against 195 in the previous year and 57 in the female department against 64. The number of native Christians has decreased by 3, of Hindus by 6 and of Muhammadans by 5. The expenditure on the school during the year increased from Rs. 24,745 to Rs. 29,962, of which sum Rs. 11,975 was spent on scholarships. The annual expenditure per student has increased from Rs. 96 to Rs. 122.

SECTION C.—THOMASON CIVIL ENGINEERING COLLEGE, ROORKEE.

110. *Statement showing the number of College students, &c.*

	Civil.		Military.		Total.	
	English.	Native.	English.	Native.	Of all.	In residence.
Civil Engineer class.						
Third year students	4	8	...	...	12	12
Second ditto	5	1	...	...	6	6
First ditto	6[2]	11[1]	...	...	17[2]	16
Candidates examined in June 1899	6	15	...	...	21	...
Candidates passed in June 1899	4	8	...	...	12	...
Candidates admitted — Privileged	4	9[3]	...	...	13	...
Candidates admitted — Unprivileged	2	2	...	...	4	...
Electrical Engineer class—						
Third year students	...	1	...	...	1	1
Second ditto	...	1	...	...	1	1
Upper Subordinate class.						
Apprentices on works	3	6	7[4]	...	16	...
Second year students	10	14	11[5]	...	35	35
First ditto	10	18	12	...	40	40
Candidates examined in June 1899	12	105	14	...	131	...
Candidates passed ditto	10	30	13	...	53	...
Candidates admitted — Privileged	9	6	12	...	27	...
Candidates admitted — Unprivileged	1	12	...	...	13	...
Lower Subordinate class.						
Second year students — Privileged	...	37	...	...	37	37
Second year students — Unprivileged	...	20	...	...	20	20
First ditto — Privileged	...	40	...	...	40	40
First ditto — Unprivileged	...	19	...	...	19	19
Candidates examined in June 1899	...	215	...	...	215	...
Candidates passed ditto	...	104	...	...	104	...
Candidates admitted — Privileged	...	40	...	...	40	...
Candidates admitted — Unprivileged	...	19	...	...	19	...
Draftsman and Computer class.						
Third year students, privileged	...	4	...	...	4	4
Second ditto	...	...	...	...	...	...
Mechanical Apprentice class.						
Third year students	...	8	...	...	8	8
Second ditto	...	7	...	...	7	7
First ditto	...	9	...	...	9[1]	7

1. Includes one privileged student nominated by Sibpur College for telegraph appointment.
2. One died.
3. Nomination by Sibpur College.
4. Excluding one deceased.
5. Excluding one remanded.

	Civil.		Military.		Total.	
	English.	Native.	English.	Native.	Of all.	In residence.
Industrial class.						
Third year students—						
Section I.—Printing trade	...	2	...	...	2	2
„ II.—Photography and photo-mechanical work.	...	3	...	...	3[2]	2
„ III.—Art Handi work	...	4	...	...	4	4
Second year students—						
Section I.—Printing trade	...	5	...	...	5	5
„ II.—Photography and photo-mechanical work.	...	2	...	...	2	2
„ III.—Art Handi work	...	3	...	...	3	3
First year students—						
Section I.—Printing trade	...	2	...	...	2	2
„ II.—Photography and photo-mechanical work.	...	4	...	...	4	4
„ III.—Art Handiwork	...	6	...	...	6	6
Military Survey class students	...	...	7	20	27	27
Junior Civilian Survey class	...	...	...	...	...	...
GRAND TOTAL ...	86	800	76	20	982	310

2 One resigned.

The Principal states that the staff of the College as at present constituted is insufficient for the large increase in the number of students and the extension of the courses of instruction. He regards the question of strengthening the staff as a matter of urgent importance which should be dealt with at once. Unprivileged students, *viz.*, those paying fees of Rs. 40, 20 and 10 for the Engineer, Upper Subordinate and Lower Subordinate classes, respectively, continue to offer themselves for admission in excess of the numbers the College can accommodate.

111. *Civil and Electrical Engineer classes.*—There are now five classes in operation, but of these two electrical classes only contained the Sibpur College men deputed as telegraph students. The revised course for these classes has so far proved satisfactory, but will have to bear the test of a couple more years actual practice before being finally confirmed. All students have taken an active interest in their practical courses in the Laboratories and Workshops.

112. *Upper Subordinate classes.*—Eighty students are now accommodated in these classes and the men seem well able to master the revised course. As the Workshops are run electrically, and Overseers in the future will probably have to deal with this power and lighting, the Principal would like to add some instruction in electricity to their course, but this cannot be done until the Engineer staff is strengthened. The *outside* demand for men of this class is very strong, but there seems to be a general wish that the students should go through a short practical course before being appointed to vacancies. If this could be arranged the total number of the class might be largely increased without overloading the market.

113. *Lower Subordinate classes.*—These classes improve in efficiency every year, and with the Workshop training they now receive the quality of the men turned out should be everything that can be desired. The demand for the men of this class is very great. The Principal states that he could with ease find employment for twice the number of men now trained.

114. *Draftsmen and Computors class.*—There are only *four* men in the third year and none in the second. Although there are good prospects of employment for men of this class, there is no desire on the part of high class men of the second year Lower Subordinate Class to enter it. The fact is that Lower Subordinates after two years at College can easily get good employment, and students hesitate to pass an extra year at college on the mere chance of better future prospects; the expense of an extra year is also a deterrent.

115. *Mechanical Apprentice classes.*—These apprentices are now trained for half the day at the College Workshops under Mr. McLaren, Technical Instructor, and for the other half at the College in Drawing and theoretical work. The training given to them is very thorough, and with good material to work with the output should be satisfactory. The difficulties met with in finding suitable employment for the apprentices when turned out of the College, but still requiring practical experience on a large scale, is the main obstruction to the popularity of the class.

116. *Industrial classes.*—There are 31 students in these classes against a sanction for 54: this is an increase of 3 over last year. The shrinkage in the number of students is due partly to men removed as unsuitable for training, but mainly to the objections of parents to allow their sons to undergo three years' apprenticeship without any definite certainty of future employment.

117. *Applied Science Department.*—This Department was sanctioned for one year ending 31st March 1900 as a temporary measure by the Secretary of State. Application for a permanent sanction has now been made to Government. As yet the Department has mainly dealt with Photographic reproductive processes, but when once on a permanent sanction the range of work will be considerably enlarged, and it is hoped that this Department will help in some measure to fill the gap which must always occur at first between pure research and commercial application. If it succeeds in this, it will be a great aid to industrial enterprise in India, where many modifications of European methods are necessary to cope with the effects of climate, &c.

118. The Ferrotype and Process rooms of the College have been greatly enlarged and improved during the year, and as soon as the east glazed verandah to the Process Department is complete, the equipment of the College in these respect will not be inferior in scope to anything as yet existing in India, and indeed will form a practical laboratory of an extremely useful nature.

119. *College Excursions.*—The Engineer class, third year, visited Hardwár and inspected the headworks of the Ganges Canal. This class is now engaged at Kotdwára in the Bijnor district on a project for a new head to the Nagina Canal. The project may be useful to the Irrigation Department in the future, as the works being projected are desirable additions to the Bijnor Canal works.

120, *Conduct of students.*—Discipline has been properly maintained there have been few serious cases of misconduct. The students seem determined to maintain the good name of the College in this respect.

121. *Health.*—The health of the students has been satisfactory, on the whole. There was an epidemic of cholera in May 1899, but only one death (a servant) occurred in the college lines, the other cases recovering. Very complete sanitary arrangements have been installed for the College this year, including latrines and urinals on sound modern principles. The existing water-supply station has been a great convenience, and a supplementing station fitted with an electric pump has been sanctioned and is in course of construction by the College Workshops. When this is finished the whole of the College, except the outlying bungalows, will be furnished with pipe supplies of excellent water. The Subordinate native barracks have all been remodelled so as to give ample air space for the residents. A cook-house on a new plan admitting of thorough cleanliness, with bathrooms, has been built for native students and is in occupation.

122. The following statement gives the religious denominations of the staff and students:—

Class.	Christians.	Hindus.	Muhammadans.	Total.
Staff	14	16	6	36
Students	64	199	47	310
Press	7	48	47	102
Total ...	85	263	100	448

123. *Laboratories.*—The Chemical Laboratory is complete and fitted for 24 working students, with well-supplied store water laid on, and an exhaust for fumes fitted with an electric fan. The Physical Laboratory is also complete and well fitted with necessary apparatus, but owing to the constant advances of science additions will have to be made from time to time. Many interesting and useful experiments were carried out by Professor Sedgwick this year. The Lecture Theatre is not yet supplied with the gallery required. The Mechanical Laboratory is still incomplete, but the fine testing machine now being constructed in England was expected in June of this year. This machine is an exact duplicate of that now installed in the

Woolwich Arsenal, and tests up to 100 tons per square inch can be carried out with it. There should be a large outside demand for the tests. The electrical test room is also incomplete, but the motor alternator built by Messrs. Crompton & Co. is daily expected. When this Laboratory is complete, the College will be in a position to carry out electrical tests and measurements of any nature required. The motor alternator is one of the finest instruments of the kind in the world.

124. *Workshops.*—The new College Workshops were opened for the intsruction of students in November 1897, and this event marks a great advance in the constitution of this college, and should have far-reaching results on the future work of the Engineers and Subordinates of India. The Workshop fulfils two distinct functions, *viz.*, the training of Engineer students, including Overseers and Sub-Overseers, to a certain degree of manual dexterity, and to a fair degree of acquaintance with the characteristics of materials and machine methods, and secondly, the thorough training of mechanical apprentices in all classes of manual and machine work, and Industrial students in certain classes of specialized work. A large part of the fitting-up has been carried out by the Mechanical Apprentices, and all foundry and smithy work required is now made in the shops.

SECTION D.—INDUSTRIAL SCHOOLS.

125. *Number and Distribution of Scholars, Industrial School, Lucknow.*

	1899-1900.	1898-1899.
Number of scholars on rolls on March 31st	126	106
Average monthly enrolment	118	106
Average daily attendance	94	85
Percentage of attendance	81	80
Number of scholars learning drawing	126	106
" " " carpentry	88	77
" " " iron work	38	29
" " " glass-blowing	8	11
" " " clay modelling	24	23
" " " dyeing	22	19
	Rs.	Rs.
Expenditure on establishment and contingencies	8,094	7,082
" " Scholarships	605	545
Total	8,699	7,627
Number of scholarship-holders	27	29
	Rs.	Rs.
Expenditure met from provincial revenues	7,729	6,883
" " local funds	...	...
" " municipal funds	...	...
" " fees	746	617
" " other sources	224	127
Total	8,699	7,627

There has been an increase in the enrolment during the year, but it has occurred almost entirely in the preparatory class. More than half of the students are Muhammadans, and the proportion is said to be steadily increasing. The number of students belonging to the artizan classes fell during the year from 17 to 10. Thus this class of students for whom the school was especially intended appear to be deserting it. On the other hand, 46 of the boys were sons or near relations of clerks or muharrirs.

The increase in expenditure is owing to the maintenance of the dyeing and clay modelling shops throughout the year, these shops having been opened only a month or two before the close of the previous year. The incidence of cost per boy was Rs. 69 against Rs. 67 in the previous year. The money realized by the sale of articles made in the school amounted during the year under review to Rs. 224 against Rs. 127 in the previous year, showing an increase of Rs. 97. This is due to large orders for school furniture. It may, however, be pointed out that the Industrial School attached to the S. P. G. Mission at Cawnpore has a much larger income from the sale of manufactured articles. The time spent on work during the day is divided as follows:—Two hours are given to languages and mathematics, two hours to drawing and four hours to handicraft. It is suggested that the hours should be shortened, but this question and others connected with the curriculum may perhaps better be postponed until the new Head Master arrives. It is clear that the instruction given, for some reason or other, does not meet the requirements of the artizan class, and the school will have to be reorganized.

The conduct of the students was on the whole fair. Corporal punishment had occasionally to be resorted to for insubordination, &c., and proved effective.

126. *Employment of pupils of the School.*—The boy who passed the final examination last year was employed at once as Drawing Master, Jubilee

High School, Gorakhpur on Rs. 30 per mensem. Among the less advanced students one obtained the post of Assistant Draftsman on Rs. 20 in a Railway Engineer's office and another as temporary Draftsman on Rs. 30 in the Military Works Department. Some others were appointed as fitters or carpenters in the Rohilkhand and Kumaun Railway Workshops. As in 1898-99 two students were nominated for the mechanical apprentice class at the Thomason College, Roorkee, but at the last moment one of them refused to join. The unpopularity of this department of the College is attributed by the Inspector to the failure of the first batch of passed students to secure employment befitting the training they had received at Roorkee. Two more boys were sent to Roorkee to join other classes.

127. *Other Industrial Schools.*—Grant-in-aid rules for the Industrial Schools of these provinces have recently been sanctioned, and under them it will be possible to give some assistance to the Industrial Schools managed by the missionary societies at Cawnpore and Gorakhpur. These schools continue to do the same useful work as in former years. At most of the mission girls' schools the girls are well trained in needle work and the different branches of domestic work.

SECTION E.—*Agricultural School, Cawnpore.*

		1899.	1900.
Total on rolls on March 31st		31	25
Average daily attendance		28	24
Number of Scholarship-holders		8	10
Expenditure ...	Establishment and contingencies ...	5,389	5,735
	Scholarships	440	680
	Total ...	5,829	6,415
Expenditure met from—	Provincial Revenues	2,915	3,307
	Local Funds (Kanúngo and Patwári Fund).	2,914	2,868
	Municipal Funds	...	...
	Fees	...	...
	Other sources	...	240
	Total ...	5,829	6,415
Results of School Final Examination.	(1) Elementary Physics and Chemistry. Number of Candidates.	10	...
	(1) Elementary Physics and Chemistry. Number passed ...	9	...
	(2) Agriculture and Surveying. Number of Candidates.	10	...
	(2) Agriculture and Surveying. Number passed ...	9	...

128. During the year under report there have been no changes in the staff, which consisted, as usual, of the Principal and the two Assistant Masters. Of the 25 students on the rolls at the end of the year 10 were in the second year class and 15 in the first year class. Of the 1st year students one is a nominee of the Panjáb Educational Department for the teacher section, and the other is a promising young man from a rich and influential family in Muzaffarnagar district studying in the landowner section with the intention of taking to agriculture as a profession. He and the Panjáb candidate take a real interest in the practical study of agriculture, but unfortunately both are hampered by their low standard of general education.

In view of the fact that from the first the students who have joined the Agricultural School have, with few exceptions, entered the kanúngo section, it has been found necessary to adapt the course of study to the particular needs of kanúngos. As the changes made are not likely to benefit landowners and teachers to the same extent, they have been allowed the option of either taking the full survey course or going through a short course of instruction lasting about a fortnight. Those who choose the latter will have to cultivate a plot in both years; those who take the full survey course will cultivate only in the 2nd year.

129. *Practical work.*—This year the second year students cultivated $\frac{1}{5}$th acre plots and sowed wheat. The work done, the interest taken, and the outturns obtained were on the whole good. In future, the second year students will each have two $\frac{1}{5}$th acre plots, one to be grown with maize and arhar in alternate rows in the kharíf, and the other with wheat in the rabi, and will, as in this year, do as far as possible, all their plot work in their leisure hours or during holidays without interference with the indoor work of the school. By this arrangement not only is more time given to the indoor lectures,

but the attention paid to plots is more continuous and distributed over a much larger number of days in the year, thus accustoming the students to do a little outdoor work every day. The system was tentatively introduced in the year under report, but has been found to be workable on the whole. There were suspensions of indoor lectures only on special occasions, such as sowing, urgent watering and harvesting.

130. *Examination results, etc.*—All the 10 students that appeared in the Final examination passed, 6 in the 1st division and 4 in the 2nd division. "These good results," says the Principal, "are by no means due to any fall in the standard of the examination papers, which were really higher and more searching than those of previous years. In Botany, the question paper was, in accordance with the revised scheme of studies followed at the school during the year, drawn up with the object of testing the candidates' botanical knowledge from an agriculturist's point of view."

For the promotion examination held at the end of the 1st year's course, 15 candidates appeared, and all were successful and have been promoted to the second year class.

The Director of Agriculture writes regarding the attainments of the students as judged by examinations :—

"Not only their knowledge of facts but their grasp of principles was much better than I had expected, and there was a distinct advance in the application of principles to practice. Speaking as an examiner, I would say that the results are most creditable to the whole staff, and particularly to the Principal, Mr. P. V. Subbiah, who has controlled and managed the School in what I must call an admirable manner."

A regular gymnastic instructor has been engaged, and the attention paid to physical education in consequence has resulted in an improvement in the students' physique.

The extension of the boarding houses referred to in previous years as a great want, is now likely to be taken in hand. The need for more boarding accommodation is urgent.

CHAPTER IX.—FEMALE EDUCATION—NATIVE.

SECTION A.—*General.*

Division.	Year.	Number of schools.	Number of scholars. In college classes.	In secondary stage.	In primary stage.	Total.	Expenditure. Public Funds.	Municipal Funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Agra ...	1899-1900 ...	48	...	17	1,502	1,519	7,429	253	15,813	23,495
	1898-99 ...	43	...	10	1,298	1,308	6,950	252	18,292	25,494
Bundelkhand ...	1899-1900 ...	4	...	...	113	113	197	120	800	1,117
	1898-99 ...	4	...	...	108	108	234	120	908	1,262
Lucknow ...	1899-1900 ...	54	17	82	1,866	1,965	8,852	3,530	22.641	35,023
	1898-99 ...	51	21	88	1,801	1,910	8,180	3,801	19,667	31,648
Fyzabad ...	1899-1900 ...	20	...	17	686	703	3,584	463	7,164	11,211
	1898-99 ...	20	...	16	649	665	3,187	440	6,801	10,428
Allahabad ...	1899-1900 ...	23	...	31	904	935	5,172	987	17,239	23,398
	1898-99 ...	24	...	35	1,037	1,072	5 777	718	24,040	30,535
Benares ...	1899-1900 ...	56	...	17	2,512	2,529	7,119	387	4,081	11,587
	1898-99 ...	56	...	19	2,749	2,768	8,610	267	14,475	23,352
Rohilkhand ...	1899-1900 ...	99	...	45	3,309	3,354	10,959	899	16,412	28,270
	1898-99 ...	87	...	57	2,846	2,903	10,087	618	19,078	29,783
Meerut ...	1899-1900 ...	40	...	29	1,362	1,391	4,650	854	19,115	24,619
	1898-99 ...	39	...	26	1,496	1,522	4,978	876	24,627	30,481
Kumaun ...	1899-1900 ...	7	...	24	297	321	1,396	96	4,995	6,487
	1898-99 ...	5	...	16	290	306	1,191	48	4,164	5,403
Total ...	1899-1900 ...	351	17	262	12,551	12,830	49,358	7,589	1,08,260	1,65,207
	1898-99 ...	329	21	267	12,274	12,562	49,194	7,140	1,32,052	1,88,386

131. There has been a satisfactory increase in the number of girls' schools and in the number of scholars attending them during the year. This has occurred chiefly in the Rohilkhand Division, which, judging from the preceding statement, would seem to take the lead in the matter of female education. There has, however, been a decrease in the expenditure, which falls chiefly under the head 'other sources' and for which the Benares, Allahabad and Meerut Divisions are mainly responsible. The decrease in the case of Benares Division is partly due to the fact that the Sigra school with 100 scholars and an expenditure of Rs. 10,544 is this year shown as a Normal School. In this Division and in Allahabad the Inspectors report that female education is making no progress. The Assistant Inspector of Benares states that girls of high caste and good families are scarcely seen in schools, and this will be the case so long as mistresses of good social standing and high caste are not procurable. In the four Divisions of the 1st and 2nd Circles there has been a slight increase in the number of scholars.

132. The number of girls reading in primary schools for boys has increased this year from 471 to 2,670. The increase has occurred chiefly in the schools of the Fyzabad Division, which now show 1,565 girls on their rolls as against none last year. All the respectable Hindu castes are included and also Muhammadans. More teachers of boys' schools are also said to have enrolled their girls in their schools. The Inspector of the 1st Circle reports that the prejudice against sending little girls to read in boys' schools is decreasing in the Farukhabad and Etáwah districts, but the Muttra District Board will not permit the practice in their schools.

SECTION B.—*Anglo-Vernacular schools and colleges for girls.*

Class of institution.	Year.	Number of schools.	Number of scholars. In college classes.	In high stage.	In middle stage.	In primary stage.	Total.	Expenditure. Public Funds.	Municipal Funds.	Fees.	Other sources.	Total.
								Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	1899-1900...	1	17	...	...	...	17	...	...	516	8,800	9,316
	1898-99 ...	1	21	...	...	...	21	...	...	480	5,820	6,300
Secondary Schools,	1899-1900...	18	...	40	192	1,501	1,733	14,588	60	7,223	51,390	73,261
	1898-99 ...	18	...	31	203	1,495	1,729	13,984	103	7,865	69,446	91,398
Primary Schools ...	1899-1900...	9	...	...	...	496	496	4,480	648	247	12,756	18,131
	1898-99 ...	11	...	...	...	913	913	5,378	630	398	15,028	21,434
Total ...	1899-1900...	28	17	40	192	1,997	2,246	19,068	708	7,986	72,946	1,00,708
	1898-99 ...	30	21	31	203	2,408	2,663	19,362	733	8,743	90,294	1,19,132

133. These schools are almost without exception maintained by missionary societies. The single college shown in the preceding statement is the Woman's College, Lucknow, on which the American Methodist Episcopal Mission spends a large sum of money. There is little variation in the enrolment of secondary schools, but it is unsatisfactory to notice that that of primary schools has decreased considerably.

134. *Middle English Examination.*

Name of school.	Number of candidates.	Passed in division—			
		I.	II.	III.	Total.
Lal Bagh Girls' High School, Lucknow	4	...	3	...	3
Girls' Boarding School, Moradabad	5	...	2	...	2
Girls' Orphange, Bareilly	7	...	1	1	2
Girls' High School, Dehra Dún...	5	...	4	...	4
Girls' Boarding School, Gonda	2	...	1	...	1
Girls' Boarding School, Fyzabad	3	...	2	...	2
Girls' Boarding School, Sítapur	2	...	1	...	1
Sigra Girls' Normal School, Benares	3	...	3	...	3
Girls' High School, Almora	2	...	...	1	1
Girls' Boarding School, Muttra	1	...	...	1	1
Girls' Orphange, Pauri Garhwál	3	...	2	...	2
Private candidate	1	...	...	...	...
Total ...	38	...	19	3	22

The number of candidates for this examination fell from 54 to 38 and the number of passes from 37 to 22. The present curriculum for girls' schools, which is almost the same as that for boys, is not considered satisfactory, as the course of study extends over a long period and is considered to be too difficult. I am in correspondence with the Inspectress of Girls' Schools regarding the institution of a separate curriculum for girls.

SECTION C.—*Middle Vernacular Schools for Girls.*

Number of schools.	Number of scholars.			Vernacular Middle Examination.	
	Middle stage.	Primary stage.	Total.	Number of	
				Candidates.	Passed.
1899-1900 ... 2 ...	30	33	63	6	1
1898-99 ... 2 ...	33	29	62	8	7

135. The preceding statement does not call for any remark. The general failure of the few girls who went up for the examination was, however, most unfortunate. The separate middle vernacular examination for girls in these provinces was discontinued and the girls were required to sit for the lower middle examination, which they seem to have found somewhat trying. They are reported to have done badly in History and Geography.

136. The excellent work done by the Managers of the London Mission Orphanage, Mirzapur, in rearing and educating famine children is deserving of mention. With regard to this school the Inspectress reports as follows:—

"Not two years ago two-thirds of these children were dirty, unclad, diseased, famine-stricken, dying skeletons: now they are not only clean, decently dressed, happy, healthy, looking girls and women, but there is not a child in their midst, however young, who has not learned something, and the majority can read and write, sew, cook and do other household duties quite well."

SECTION D.—*Primary Vernacular schools for girls.*

(a) schools under public management.

Division.	Year.	Number of schools.	On rolls on 31st March.			Expenditure.			Incidence per scholar.
			Upper primary.	Lower primary.	Total.	Public Funds.	Fees and other sources.	Total.	
						Rs.	Rs.	Rs.	Rs.
Agra	1899-1900 ...	24	12	561	573	2,238	...	2,238	3·9
	1898-99 ...	24	23	510	533	2,053	...	2,053	3·9
Bundelkhand ...	1899-1900 ...	2	2	42	44	190	...	190	4·3
	1898-99 ...	2	4	34	38	186	...	186	4·9
Lucknow ...	1899-1900 ...	35	54	805	859	5,831	30	5,861	6·8
	1898-99 ...	33	62	776	838	5,630	...	5,630	6·7
Fyzabad ...	1899-1900 ...	10	17	308	325	2,022	...	2,022	6·2
	1898-99 ...	10	25	246	271	1,969	...	1,969	7·3
Allahabad ...	1899-1900 ...	12	7	255	262	1,236	...	1,236	4·7
	1898-99 ...	12	12	227	239	1,320	...	1,320	5·5
Benares ...	1899-1900 ...	13	11	369	380	1,834	35	1,869	4·9
	1898-99 ...	15	8	336	344	1,923	35	1,958	5·7
Rohilkhand ...	1899-1900 ...	42	63	1,210	1,273	4,735	...	4,735	3·7
	1898-99 ...	36	64	1,012	1,076	4,181	...	4,181	3·9
Meerut ...	1899-1900 ...	14	7	377	384	1,528	...	1,528	4·0
	1898-99 ...	13	15	332	347	1,511	...	1,511	4·4
Kumaun ...	1899-1900...	...	...	...	...	...	...	...	..
	1898-99 ...	...	...	...	...	...	...	...	...
Total ...	1899-1900...	152	173	3,927	4,100	19,614	65	19,679	4·8
	1898-99 ...	145	213	3,473	3,686	18,773	35	18,808	5·1

137. There has been an increase both in the number of schools and in the number of scholars, which again are larger in Rohilkhand than in any other Division. The condition of the schools, on the whole, appears to be much the same as last year. The Inspector of the 4th Circle reports that the girls, as a rule, write better than boys of the same age and spell more correctly. They are not, however, as good as the boys in Arithmetic and their knowledge of History and Geography is small. It is to be feared that in some schools the instruction given is a mere sham. The Assistant Inspector of Allahabad reports with regard to the Ghâzipur school in the Fatehpur district—"I visited it in December last and found that the girls had not learnt even the alphabet, though many of them had been in school over two years. The school was recommended for being closed, but the District Board have decided to keep it going."

The Inspector 3rd circle states that the difficulty of obtaining female teachers seems to grow greater every year. The officiating Inspector of the 4th circle suggests that old and respectable teachers of boys schools should when they retire be encouraged to open girls' schools. In the Ghâzipur district there are three or four such teachers thus employed, and they do not appear to find it difficult to collect girls.

(b) Aided Schools.

Division.	Year.	Number of schools.	Number of scholars.			Expenditure.				Incidence per scholar.
			Upper primary.	Lower primary.	Total.	From Public Funds.	From Municipal Funds.	Other sources.	Total.	
						Rs.	Rs.	Rs.	Rs.	Rs.
Agra ...	1899-1900...	20	25	710	735	2,313	44	4,980	7,337	10·0
	1898-99 ...	15	6	575	581	2,277	...	6,535	8,812	15·2
Bundelkhand ...	1899-1900...	1	...	17	17	7	...	...	7	·4
	1898-99 ...	1	...	19	19	48	...	...	48	2·5
Lucknow ...	1899-1900...	14	89	705	794	2,897	...	4,194	7,091	8·9
	1898-99 ...	13	88	592	680	2,820	...	4,195	7,015	10·3
Fyzabad ...	1899-1900...	8	15	230	245	572	50	1,266	1,888	7·7
	1898-99 ...	8	...	251	251	543	50	1,484	2,077	8·3
Allahabad ...	1899-1900 ..	6	2	259	261	438	414	1,678	2,530	9·7
	1898-99 ...	7	11	393	404	1,128	324	2,132	3,584	8·9
Benares ...	1899-1900...	41	21	1,951	1,972	4,869	120	3,068	8,057	4·1
	1898-99 ...	37	195	1,912	2,107	4,603	...	4,560	9,163	4·3
Rohilkhand ...	1899-1900...	49	27	1,365	1,392	2,316	55	2,178	4,549	3·3
	1898-99 ...	41	...	1,043	1,043	2,172	...	2,266	4,438	4·3
Meerut ...	1899-1900...	22	24	746	770	1,453	630	8,489	10,572	13·7
	1898-99 ...	20	20	746	766	1,446	612	9,988	12,046	15·7
Kumaun ...	1899-1900	4	...	137	137	96	96	626	818	6·0
	1898-99 ...	3	...	123	123	96	48	1,042	1,186	9·6
Total ...	1899-1900...	165	203	6,120	6,323	14,961	1,409	26,479	42,849	6·8
	1898-99 ...	145	320	5,654	5,974	15,133	1,034	32,202	48,369	8·1

138. The statistics for aided Vernacular Primary Schools are satisfactory when compared with those for last year. The number of schools and scholars has increased and municipal boards contribute more liberally to female education. The most important of these schools are managed by missionaries, and the Inspector of the 1st Circle speaks highly of their work. In the Gorakhpur Division also the condition of these schools is said to be very fair, but in the Benares Division the smaller children do not, as a rule, make much progress.

(c).—Unaided Schools.

Division.	Year.	Number of schools.	Number of scholars.			Expenditure.			
			Upper primary.	Lower primary.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Benares ...	1899-1900 ...	...	...	...	...	...	...	...	...
	1898-99 ...	1	6	33	39	...	...	...	...
Rohilkhand ...	1899-1900 ...	3	...	64	64	...	324	...	324
	1898-99 ...	4	...	89	89	...	274	...	274
Meerut ...	1899-1900 ...	1	...	34	34	...	...	460	460
	1898-99 ...	2	...	49	49	...	...	504	504
Total ...	1899-1900 ...	4	...	98	98	...	324	460	784
	1898-99 ...	7	6	171	177	...	274	504	778

139. The number of these schools is very small and three appear to have been closed during the year. The Inspectors' reports are silent as to their condition.

CHAPTER X.—EDUCATION OF SPECIAL CLASSES.

SECTION A.—EUROPEANS AND EURASIANS.

140. *Number and distribution of schools and scholars.*

			Boys.		Girls.		Total.	
			1899-1900.	1898-1899.	1899-1900.	1898-1899.	1899-1900.	1898-1899.
Number of schools.	Aided	Secondary...	16	15	18	13	34	28
		Primary ...	6	6	7	8	13	14
		Total	22	21	25	21	47	42
	Unaided	Secondary...	3	2	3	2	6	4
		Primary ...	1	...	2	3	3	3
		Total	4	2	5	5	9	7
Number of scholars.	Aided	Secondary...	1,791	1,655	1,309	1,214	3,100	2,869
		Primary ...	256	206	307	280	563	486
		Total	2,047	1,861	1,616	1,494	3,663	3,355
	Unaided	Secondary...	99	54	120	83	219	137
		Primary ...	22	33	19	36	41	69
		Total	121	87	139	119	260	206
Scholars in public schools.	High stage		146	148	107	92	253	240
	Middle stage		549	540	435	431	984	971
	Total, Secondary stage		695	688	542	523	1,237	1,211
	Upper Primary stage		663	557	540	468	1,203	1,025
	Lower Primary stage		810	703	673	622	1,483	1,325
	Total, Primary stage		1,473	1,260	1,213	1,090	2,686	2,350
	Total, Secondary and Primary stage		2,168	1,948	1,755	1,613	3,923	3,561

During the year grants-in-aid have been given to the Mussoorie boys' school, Caineville girls' school, and St. Mary's Convent school, Cawnpore. Two schools have also been raised from the primary to the secondary stage, and returns have been received for the first time from two unaided schools of Mussoorie, *viz.*, Hampton Court and Fair Oaks. There is no considerable change in the enrolment of any school.

141. *Statement of expenditure.*

	In Boys' schools.		In Girls' schools.		Total.	
	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.
Establishment and Contingencies.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Aided Secondary Schools. — Provincial Revenues ...	47,967	42,834	42,027	39,496	89,994	82,330
Municipal Funds ...	1,660	1,540	785	786	2,445	2,326
Fees	78,940	64,754	91,145	65,010	1,70,085	1,29,764
Other sources	39,245	41,559	27,028	39,653	66,273	81,212
Total ...	1,67,812	1,50,687	1,60,985	1,44,945	3,28,797	2,95,632
Aided Primary schools — Provincial Revenues ...	3,162	3,396	6,616	7,938	9,778	11,334
Municipal Funds ...	240	240	598	498	838	738
Fees	2,675	2,439	4,297	4,100	6,972	6,539
Other sources	3,040	3,572	2,661	5,657	5,701	9,229
Total ...	9,117	9,647	14,172	18,193	23,289	27,840
Total, Aided schools. — Provincial Revenues ...	51,129	46,230	48,643	47,434	99,772	93,664
Municipal Funds ...	1,900	1,780	1,383	1,284	3,283	3,064
Fees	81,615	67,193	95,442	69,110	1,77,057	1,36,303
Other sources	42,285	45,131	29,689	45,310	71,974	90,441
Total ...	1,76,929	1,60,334	1,75,157	1,63,138	3,52,086	3,23,472
Unaided Secondary schools... — Fees ...	12,365	6,750	32,900	23,990	45,265	30,740
Other sources ...	252	...	...	...	252	...
Total ...	12,617	6,750	32,900	23,990	45,517	30,740
Unaided Primary schools ... — Fees ...	333	...	983	1,050	1,316	1,050
Other sources ...	219	...	262	1,968	481	1,968
Total ...	552	...	1,245	3,018	1,797	3,018
Total, Unaided schools ... — Fees ...	12,698	6,750	33,883	25,040	46,581	31,790
Other sources ...	471	...	262	1,968	733	1,968
Total ...	13,169	6,750	34,145	27,008	47,314	33,758
Total, Public schools. — Provincial Revenues ...	51,129	46,230	48,643	47,434	99,772	93,664
Municipal Funds ...	1,900	1,780	1,383	1,284	3,283	3,064
Fees	94,313	73,943	1,29,325	94,150	2,23,638	1,68,093
Other sources	42,756	45,131	29,951	47,278	72,707	92,409
Total ...	1,90,098	1,67,084	2,09,302	1,90,146	3,99,400	3,57,230
Scholarships.						
Number of scholarships	21	21	16	13	37	34
Expenditure from — Provincial Revenues ...	925	1,111	889	779	1,814	1,890
Other sources	1,070	255	23	135	1,093	390
Total ...	1,995	1,366	912	914	2,907	2,280

The increase in the expenditure on these schools, under the heads 'Provincial Revenues' and 'Fees' is due to the increase in the number of aided schools. An extra grant was also given to the Boys' Diocesan School, Naini Tal. The return however is not quite accurate as the fee income for Caineville School includes boarding charges. The correspondent was requested to exclude such charges, but replied that this could not be done as no separate accounts were kept. Steps will be taken to prevent the recurrence of this mistake in future years.

No returns have been received this year from the following schools:—

1. La Martiniere Boys' School, Lucknow.
2. The Convent School, Mussoorie.
3. The Indian Midland Railway School, Jhánsi.
4. Montrose House School, Mussoorie.

142. *Results of examinations.*

	Number of candidates.		Number passed.		Percentage of passes on number of candidates.	
	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.
Entrance Examination ... Boys ..	3	6	1	2	33	33
Entrance Examination ... Girls ...	...	1	...	1	...	100
High School Examination ... Boys ...	91	97	59	27	65	28
High School Examination ... Girls ...	47	55	38	27	81	49
Middle ditto ... Boys ...	176	159	73	42	41	26
Middle ditto ... Girls ...	100	107	55	57	55	53
Primary ditto ... Boys ...	257	289	164	131	64	45
Primary ditto ... Girls ...	205	232	131	119	64	51

The results of the examinations held under the Code were much more satisfactory than in former years. Out of 91 boys sent up 59 passed, and out of 47 girls sent up 38 passed, the percentage of successful candidates being, boys 65, girls 81, as against 28 and 49 last year. The number of candidates sent up shows a slight falling off, from which it would seem that managers have been more careful not to send up ill-prepared candidates. The Martiniere Boys' school again sent up the largest class and passed 20 boys out of 27. The Seminary at Naini Tal sent up 7 boys and passed 6, and the Oak Grove and Modern Schools at Mussoorie each sent up 5 and passed 4. Among the girls' schools, Wellesley at Naini Tal sent up 12 and passed 11, and the girls' department of Oak Grove school passed all their 5 candidates. Three girls were sent up from the Convent School at Naini Tal, all of whom passed. The subjects in which there were the largest number of failures were Latin, Trigonometry, Logic and Political Economy. In Logic not a single candidate passed. There appears to have been much improvement in the teaching of Arithmetic. The question paper was, however, rather easier than last year, but quite up to the standard of the London Matriculation.

The results for the Middle School Examination are also considerably better than last year. Out of 176 boys sent up 73 passed, and out of 100 girls 55. The boy's school which, on the whole, shows the best results, taking into consideration the size of the class, is St. Joseph's Seminary, Naini Tal, which passed 13 boys out of 18. Among the girls' schools, Hampton Court, Mussoorie; Woodstock, Landaur; All Saint's, Naini Tal; and St. Mary's Convent, Naini Tal, have done remarkably well. The subjects in which there were relatively the largest number of failures were Latin, Urdu and History.

For the Primary School Examination 257 boys were sent up, of whom 164 passed, and 205 girls were sent up, of whom 131 passed. The schools which sent up fairly large classes and did well were the following:—St. Fidelis' Mussoorie; Colvin Free School, Allahabad; Wellesley, Naini Tal; Girls' High School, Allahbad; and Woodstock, Landaur. Latin again proved the least satisfactory subject; but the results for Geography, Urdu, French and Drawing were very good.

On the whole, the examinations show that considerable improvement has been effected during the year in several schools which have hitherto failed to distinguish themselves in these examinations. Among these may be mentioned the Modern School, Mussoorie; the Diocesan and Priory Schools, Naini Tal; and St. George's School, Agra. The Hermitage College, Naini Tal, has achieved the unique distinction of passing all its candidates. It is clear that the Managers and Principals of these schools have spared no pains to make their schools more efficient, and they are to be congratulated on the success which has attended their efforts.

143. *The education given in Boys' Schools.*—But although there has been improvement in the boys' schools in the teaching of subjects prescribed in the Code, the education given in these schools is in some respects very defective. The Principal

of the Roorkee College and his staff, to whom probably the best boys come to be trained as engineers, report that it is impossible to lecture to them in the same way as to boys of the same age in Europe, owing to the want of development of the critical faculty. They are said to be unable to take notes of a lecture, as they do not distinguish between what is important and what is not. Although, as a whole, they do well at the Roorkee Entrance Examination, yet this is considered to be due rather to the accuracy with which they reproduce extracts from set text-books than to a firm grasp of principles or to power to apply them. The Principal also notices that they are often very backward in regard to the amount of their knowledge. Many candidates of 21 years of age come to the college who have learnt no classical language except a little Latin, no Physics, and no Mathematics beyond Trigonometry. In private letter to me he adds that in his opinion they will not be able to hold their own against the natives unless their education can be materially improved. But under our present system this seems out of the question. Many schools are in debt, and all that the managers seem able to do is to give just that minimum of education necessary to enable boys to pass the Code Examinations. Very few could afford to pay for better teachers even if they were to be had. Gymnastics, manual training, and the practical teaching of scientific subjects are almost unknown. Libraries and school museums where they exist are most meagrely equipped. Thus apart from games and Volunteering, those who are in charge of the boys have very limited opportunities for stimulating their curiosity and intelligence, and many of the boys have no higher ambition in life than a stool in a Government office. As a result of the universal financial depression, the managers of schools seem to me to be far more anxious to add to their pupils than to educate properly those who are already in their schools, and the competition for pupils is so keen that they dare not increase their fees although the cost of living in India is higher than it used to be. A thorough reconsideration of fundamental principles to be followed by drastic reforms appears inevitable if improvement is to be effected.

144. *The Women's Training Class.*—The following extracts are taken from the Inspector's report on the work done in the Training class attached to the All Saints' School, Naini Tal. Seven girls presented themselves for the examination, all of whom passed and are eligible to become Assistant Teachers in Middle Schools.

"As regards the practical teaching, the girls as a whole did very well and had evidently made good use of their opportunities. The criticism was very fairly done, but should have been more condensed. The blackboard writing was excellent. I selected a difficult unseen passage for reading; the girls read with general accuracy and fair expression. The paper on School Management was set by Mr. Chapman of Oak Grove, Mussoorie. No girl got less than half marks. Mr. Cameron of the Canning College, who is also a trained teacher, set the paper on Psychology, and with one exception the girls did satisfactorily. The paper on English Literature was set by Mr. F. Moss, and he states that not one of the papers was indifferent; the candidates showed a sound knowledge of the text-books and also a power of expression and style such as one would expect to find only in very advanced pupils."

145. *Statement showing classification of aided schools according to management.*

Controlling agency.	31st March 1900.			31st March 1899.		
	Schools.	Scholars.	Percentage of total number of scholars.	Schools.	Scholars.	Percentage of total number of scholars.
1	2	3	4	5	6	7
1 Church of England	12	728	19·87	10	612	18·24
2 Roman Catholic Church	15	1,521	41·52	14	1,411	42·05
3 American Methodist Mission	4	292	7·97	4	295	8·79
4 Railway Companies	7	489	13·35	6	500	14·90
5 American Presbyterian Mission	1	59	1·61	1	49	1·46
6 Private individuals	2	127	3·47	1	38	1·13
7 Local committees	6	447	12·21	6	450	13·41
Total ...	47	3,663	...	42	3,355	...

The Church of England has an increase of two, as Caineville and the Mussoorie Schools have this year come on the list. The increase of one under the head "Roman Catholic" is due to the addition of St. Mary's Convent School, Cawnpore. Against Railway Companies, the increase is due to the inclusion of the Gorakhpur School.

SECTION B.—*Table showing the number of Hindus and Muhammadans in attendance at the various educational institutions.*

	Hindus.		Muhammadans.	
	1899-1900.	1898-99.	1899-1900.	1898-99.
Males.				
In secondary stage ... ... Anglo-Vernacular,	9,404	9,105	2,747	2,556
In secondary stage ... ... Vernacular ...	9,365	5,366	2,038	1,296
Total ...	18,769	14,471	4,785	3,852
In Primary stage	2,49,537	2,08,816	45,560	39,979
In Training schools	1,140	1,509	79	175
In Industrial schools	338	54	108	52
Total at Public schools ...	2,69,784	2,24,850	50,532	44,058
In Private schools	40,039	49,478	31,888	32,212
Total scholars in schools of all kinds	3,09,823	2,74,328	82,420	76,270
Percentage on boys of school-going age of—				
Scholars in Secondary stage learning English	·30	·29	·56	·53
Scholars attending Public schools	8·56	7·13	10·38	9·05
Scholars attending schools of all kinds	9·83	8·70	16·94	15·67
Females.				
In Secondary stage ... Anglo-Vernacular ...	1	1	...	...
In Secondary stage ... Vernacular ...	32	3	31	30
Total ...	33	4	31	30
In Primary stage	8,097	5,414	3,316	2,507
In Training schools	...	...	...	...
In Industrial schools	...	...	...	...
Total at Public schools ...	8,130	5,418	3,347	2,537
In Private schools	1,011	1,481	1,702	1,680
Total scholars in schools of all kinds	9,141	6,899	5,049	4,217
Percentage on girls of school-going age of—				
Scholars in Secondary stage learning English ...	...	...	...	...
Scholars attending Public schools	·28	·19	·72	·55
Scholars attending schools of all kinds	·31	·24	1·08	·91

146. The preceding statement shows the number of Hindus and Muhammadans attending the various educational institutions in these provinces. It will be observed that there has been an increase in the number of boys of both religions attending public schools and that the percentage of boys of school-going age attending schools of all kinds has increased. The increase in the number of girls at school is relatively even more considerable.

SECTION C.—*Colvin School for sons of Talúqdárs.*

147. The following extracts are taken from the Principal's report:—

"At the close of the session on the 30th of April 1900 the number of boys on the roll was 39 showing an increase of two during the year. Included in the number are three pupils, who having passed the Entrance Examination from this school, are now continuing their studies at the Canning College. Of the 39 pupils, 21 are Hindus and 18 are Muhammadans, 14 of the former and 8 of the latter are Government Wards.

The past year has been one of steady work and general improvement. We have endeavoured to the best of our ability to fulfil the hope expressed in the Government Resolution on the Director's last report, to the effect that the school would recover lost ground; and to prove that to a certain extent it has done so, we may point to the results of the recent Entrance and Middle Examinations. For the Entrance we sent up four candidates, three of whom passed, two in the 2nd and one

in the 3rd Division. For the English Middle Examination seven candidates went up, three of whom passed, all in the 2nd Division.

In the matter of returning punctually after vacations there has been a great improvement of late, which there is reason to believe will continue. In other points, too, the conduct of nearly all the boys has been good. No serious breach of discipline has occurred.

The health of the great majority of the boys has been good throughout the year, and there has been no case of serious illness.

The boys continue to take the same healthy interest in athletic as in former years, and a much larger number take part in the exercises of the riding school. The portion of the new boarding-house, consisting of 10 rooms, which was mentioned in my last report as being in course of construction, was finished in good time and duly occupied after the Summer Vacation. As yet no house has been built for a master to reside in."

CHAPTER XI.—PRIVATE INSTITUTIONS.

Kind of school.	Number of schools on 31st March.,		Number of scholars on 31st March 1900.				Number of scholars on 31st March 1899.			
	1900.	1899.	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.
Arabic or Persian...	913	821	4,151	9,444	35	13,630	2,501	8,073	46	10,620
Sanskrit ...	327	325	5,214	18	...	5,232	5,329	15	...	5,344
Other Oriental classic.	23	15	204	80	...	284	200	75	3	278
Elementary institutions teaching Vernacular only or mainly.	3,407	3,650	34,692	9,591	2,156	46,439	35,928	11,014	1,744	48,686
Elementary institutions teaching the Koran.	1,601	1,391	18	16,250	...	16,268	46	14,208	...	14,254
Total ...	6,271	6,202	44,279	35,383	2,191	81,853	44,004	33,385	1,793	79,182

148. The statistics of these schools are so incomplete and untrustworthy that no inferences can be drawn regarding them. Some of them are very small collections of boys without any classification and scarcely deserve the name of schools. Thus, in the Fatehpur district, there are 11 Sanskrit schools with an average enrolment of less than six boys apiece. Last year a considerable increase in the number of these schools in the fifth circle was reported; this year there has been a large decrease. The inspector of the fourth circle reports an addition of 114 new Arabic or Persian schools in Rohilkhand with 1,591 scholars. It is probable that the decrease in the number of primary schools is partly due to the fact that some of these schools are now aided schools.

CHAPTER XII.—PHYSICAL AND MORAL TRAINING.

149. *Athletics.*—There is very little that is new to be said under the above heading. The usual circle tournaments for Anglo-Vernacular schools were held during the cold weather and the competition was, on the whole, quite as good as on former occasions. The Revd. Mr. Birkett has presented a valuable challenge shield to be competed for annually at football by teams from the High Schools of Oudh. There appears to be some reason to fear that undue prominence may be given to athletics in our schools as is the case in so many schools in England. The professional athlete who is valued because of the credit which he gains for the school at a circle tournament is already beginning to appear among the scholars of the eighth class, who fail periodically at the English Middle Examination, and some headmasters are disposed to regard him with more favour than he deserves on account of his performances at these tournaments. It has has been necessary to point out to them that schools exist for the promotion of learning and not for the cultivation of athletic record-breakers.

In the vernacular schools also the taste for games and drill is on the increase. A district tournament for town and village schools is held at the headquarters of some districts *e.g.*, Cawnpore, and keen interest is displayed by the partisans of the competing schools. In the second circle Bell's Manual of Physical Training is largely used by the vernacular schools, and classes for drill have been established. At one school in Hardoi the Captain of the class is a girl.

150. *Religious Instruction.*—Very few schools have hitherto taken advantage of the rule under which religious instruction may be given before or after school hour. The headmaster of the District High School, Sháhjahánpur, reports that a theological class was opened in the district school in October last and instruction is given twice a week to such Suni Muhammadan students as are anxious to receive it. A Maulvi paid by an influential raís and zamíndár of Sháhjahánpur, Maulvi Abdul Wajid Khan, is the instructor. The number of students attending the class is 17. At the Amroha school also religious instruction continues to be given.

The vernacular schools in these provinces are, with the exception of those managed by missionaries, institutions for instruction in secular knowledge only, and little or no moral teaching is given to the students. Nor is the discipline of these schools, as has been already pointed out, of such a kind as to benefit them.

CHAPTER XIII.—*The preparation and distribution of text-books.*

151. The Provincial Text-Book Committee held its annual meeting on the 3rd November 1899, and the various sub-committees held meetings as detailed below :—

Sub-Committee	'A'	...	2 meetings on the 3rd March and 27th July 1899.
Do.	'B'	...	3 „ on 7th March and 3rd and 30th August 1899.
Do.	'C'	...	2 „ on 14th March and 9th August 1899.
Do.	'D'	...	2 „ on 21st March and 15th August 1899.
Do.	'E'	...	4 „ on 25th March, and 19th and 26th August and 20th September 1899.

The meetings were fairly well attended and the business of the sub-committees completed.

The English Sub-Committee considered 35 books as against 20 in the previous year. Of these 10 were recommended for school libraries, and the remaining 25 were rejected.

Of 37 miscellaneous works considered by the *Mathematics and Science Sub-Committee* as against 106 (28 books and 78 object lesson sheets) in the previous year, 1 recommended in place of P. Ghosh's Arithmetic was not accepted by the Director of Public Instruction; 4 sent by the author for consideration were new editions of books already on the list of approved text-books for the middle and high sections of Anglo-vernacular schools, 1 was recommended for the use of teachers and for pupil-teachers in Normal schools; 2 were recommended as alternative text-books (1 for the middle section of vernacular schools and 1 for Normal schools); ; 2 were recommended for libraries and the remaining 27 were rejected.

Of 31 books, 44 maps and atlases considered by the *History, Geography and Sanitation Sub-Committee* as against 12 books, 33 maps and atlases in the previous year, 2 books and 18 maps were recommended as text-books or alternatives; 1 Macmillan's Geography of the North-Western Provinces and Oudh recommended for school libraries was prescribed by the Director of Public Instruction as a text-book in the curriculum for 1901; 1 was recommended for use in schools by drill instructors and as a library book; 4 were recommended for libraries and prizes, and the remaining 23 books, 25 maps and 1 atlas were rejected.

The Arabic, Persian and Urdu Sub-Committee considered 51 books against 39 in the previous year. Of these 1 was recommended as a moral text-book, 1 was held over for further consideration; 6 were recommended for libraries and prizes, and the remaining 43 were rejected.

The Sanskrit and Hindi Sub-Committee considered 34 publications of various kinds as against 39 in the previous year. The revision of 2 books was completed and adopted; one was returned to the publisher for further revision and correction in accordance with certain suggestions made by Pandit Din Dayal Tewari; 2 books were recommended for use in Anglo-vernacular and vernacular schools as text-books; 4 were recommended for libraries and prizes, and the remaining 25 were rejected.

Of 4 books and 2 sets of agricultural lessons considered by the members of the *Agricultural Sub-Committee* as against 7 in the previous year, 2 were approved for prizes. Government has sanctioned the purchase, of the copyright of one "Ilm-i-zeraat ki pahli kitab" for Rs. 150, as recommended by the Committee, and the remaining 3 were rejected.

In all, the several Sub-Committees considered 238 publications (including maps and atlas) as against 256 in the previous year. Of these 63 were recommended for use in schools, 2 are still under consideration and 173 were rejected.

The members of the Agricultural Sub-Committee recorded an opinion that the lessons contained in the Urdu readers would if gathered together and revised make a suitable text-book for use in the upper primary section of vernacular schools. But a further examination of the selections in this form led them to modify this opinion. It might have been foreseen that lessons suitable for boys at different stages of instruction would not when collected together meet the requirements of the Upper Primary stage. To meet the requirements of the Hindi students reading in the middle section of vernacular schools, M. Muhammad Hadi and Sayid Ali Husain of the Agricultural Department have been requested to translate Maulvi Muhammad Hadi's book "Ilm-i-zeraat ki pahli kitab" into Hindi. The majority of the members were of opinion that any sum between Rs. 50 and Rs. 75 would be a suitable remuneration for the work of translation.

152. The following table shows the number of books, printed, lithographed and manuscript, their distribution among the various Sub-Committees, and the number of such books approved by the Committee and sanctioned for use by the Director of Public Instruction and the purposes to which they are to be applied, as well as the number of books rejected.

Number of works considered by the Committee.			Number of works approved as—							Books held over for further consideration.	Books of which the revision is completed.	Books of which the further alteration or revision is called for.	Books of which the purchase of copyright is recommended.	Text-books or alternatives already recommended.	Number of books rejected.	
Printed.	Manuscript.	Total.	Text-books or alternatives	For Normal schools.	Libraries.	Prizes.	Libraries and prizes.	Books recommended for more than one purpose.	Total.						Text-books hitherto used rejected.	New books rejected.
							English Language and Literature.									
35	...	35	...	...	10	...	...	...	10	...	...	...	...	...	...	25
							Mathematics and Science.									
37	...	37	1	1	2	...	...	1	5	...	...	...	...	4	...	28
							History, Geography and Sanitation									
74	1	75	*21	...	...	...	4	1	26	...	...	...	...	...	...	49
							Arabic, Persian and Urdu.									
50	1	51	1	...	1	1	4	...	7	1	...	...	...	...	...	43
							Sanskrit and Hindi.									
34	...	34	2	...	...	2	2	...	6	...	2	1	...	...	1	24
							Agriculture.									
4	2	6	...	...	...	2	...	...	2	...	...	...	1	...	...	3
234	4	238	25	1	13	5	10	2	56	1	2	1	1	4	1	172

* Including 18 maps; one book recommended by the Committee for school libraries has been prescribed by the Director of Public Instruction as a text-book in the curriculum for 1901.

153. A suitable book dealing with the character of the British Empire and the rights and duties of the subjects of the Queen Empress seems to be urgently required. Sir W. Lee Warner's Citizen of India has proved a great stumbling-block both to teachers and boys. The treatment of the subject and the difficulty of the language in places render the subject-matter of the book in its present form beyond the comprehension of boys in the entrance class of Anglo-vernacular schools. The Inspector of the 3rd Circle reports that the book is not understood by the boys and fails to produce the result desired.

154. It has also been brought to my notice by gentlemen well qualified to pronounce an opinion on the subject that better text-books in the classical languages of India are urgently needed in the schools. The books now in use are not systematically arranged. The authors have failed to realize the relative importance of the different parts of the subject, and the literature is not utilized as it should be to illustrate grammatical rules. It is considered that if text-books compiled in accordance with Western ideas were introduced into schools the progress of the pupils would be more rapid.

Preparation of an Agricultural Primer.

155. I regret to have to report that it has not yet been found possible to select an Agricultural Primer for use in the vernacular schools of these provinces. Several books have been examined but none of them has been found suitable. The qualifications necessary in the compiler of the book which we require are twofold. He must have an intimate acquaintance with the agriculture of these provinces and he must be able to express his ideas in a manner calculated to impress the minds of children unacquainted with the most elementary facts of physics and chemistry. It seems to me that the task will be one of extreme difficulty. The simplest primer on the subject which I have met with is (Tanner's) First Principles of Agriculture. But who could explain to a halqabandi school boy what is meant by a reduced superphosphate, and how is he to understand that plants absorb some of their food in the form of nitrates, when he is unable to conceive what a nitrate is and there is no magnifying glass in the school to show him the structure of the roots of plants? Meanwhile a certain amount of information bearing on agriculture is imparted by means of object lessons in schools where there are teachers capable of giving such lessons. But more might be done in this direction if the pupils were occasionally taken into the neighbouring fields and their attention were drawn to the ways in which the processes of nature are aided by tillage. I think, too, that if the Director of Agriculture would be good enough to note the principal points to be remembered in the growth of the more common agricultural products, and if this

information were published in pamphlet form and given to the boys on leaving school, the knowledge which they had acquired would be more easily remembered. This knowledge must be imparted primarily by means of object lessons and not through the medium of a text-book. It will not be safe to ignore the truth expressed in the well known lines of Horace—

"Segnius irritant animos demissa per aures.
Quam quae sunt oculis subjecta fidelibus."

But object lessons are incomplete without a blackboard summary, and if in the present case the summary could be compiled for us by the Agricultural Department, it would not only be much better done, but it would save teachers from overlooking important points and would probably be more useful to the boys afterwards.

156. The establishment of depôts for the supply of text-books to schools in accordance with the system which prevails in Oudh has been approved of by Government, and the rules regulating the working of these depôts have recently been sanctioned. They should prove a great boon, especially in districts where there is no commercial town of any size. The Inspector of the 5th Circle reports that the boys in Kumaun have often to wait a long time before they can get their school text-books.

ALLAHABAD:
The 6th September 1900.

W. N. BOUTFLOWER,
Offg. Director of Public Instruction,
N.-W. Provinces and Oudh.

GENERAL TABLES Nos. I—VIII.

I.—Abstract of Number of Institutions and Attendance.

II.—Abstract of Expenditure.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

VI.—Results of Examinations.

VII.—Distribution of Local and Municipal Expenditure.

VIII.—Return Showing the Attendance and Expenditure in Hostels for Males and Females.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of Institutions and Attendance.

IV.—Details of Expenditure.

V.—Classification of Scholars.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1899-1900.

(For Details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of.	Remarks.
				University education.		School Education, General.		School, Education, Special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
107,502	Towns ...484 Villages 105,716 Total 106,200	Males ...24,303,601 Females...22,601,484 Total ...46,905,085	Institutions. For Males,	24	9	481	6,736	5	50	7,305	1,261	4,784	13,350	Institutions to number of towns and villages. 12·57	
			Institutions. For females	3	...	41	339	2	1	386	2	224	612	·58	
			Total ..	27	9	522	7,075	7	51	7,691	1,263	5,008	13,962	13·15	
			Scholars, Males ...	1,841	707	61,986	258,721	429	2,942	326,626	19,024	59,347	404,997	Male scholars to male population of school-going age. 11·11	
			Scholars, Females ...	27	...	3,309	13,786	109	57	17,288	122	3,360	20,770	Female scholars to female population of school-going age. ·61	
			Total ...	1,868	707	65,295	272,507	538	2,999	343,914	19,146	62,707	425,767	6·05	

GENERAL TABLE II.

Abstract return of expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1899-1900.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.	Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions ... For Males ...	3,85,091	1,97,705	11,58,284	7,38,779	61,512	71,366	26,12,737	58,002	50,704	2,49,974	98,924	5,22,820	38,267	4,83,186	15,01,877	45,05,148	
For Females ...	10,431	...	2,68,333	96,860	14,910	...	3,90,534										
Total ...	**3,95,522**	**1,97,705**	**14,26,617**	**8,35,639**	**76,422**	**71,366**	**30,03,271**	**58,002**	**50,704**	**2,49,974**	**98,924**	**5,22,820**	**38,267**	**4,83,186**	**15,01,877**	**45,05,148**	
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	15·9	16·8	15·2	1·3	·4	3·7	53·3	...	4·9	11·6	2·4	25·6	·5	1·7	46·7	100·0	
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·1	...	24·4	46·7	4·5	1·1	76·8	...	...	9·2	1·2	9·6	·8	2·4	23·2	100·0	
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	4·5	...	61·8	26·9	...	·6	93·8	...	...	...	2·8	·7	·4	2·3	6·2	100·0	
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	8·8	4·4	31·7	18·5	1·7	1·6	66·7	1·3	1·1	5·5	2·2	11·6	·9	10·7	33·3	100·0	

GENERAL TABLE II.

Abstract return of expenditure on Public Instruction in the North-Western Provinces and Oudh for the official year 1899-1900—(concluded).

(For details see General Table IV).

1	Total Direct Expenditure on Public Instruction.							Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other special Schools.		
	2	3	4	5	6	7	8	9
Average annual cost of educating each pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Government Institutions ... Cost to Provincial Revenues ...	154 3 8	458 5 6	3 14 2	...	...	18 2 7	27 12 7	
Government Institutions ... Cost to Local and Municipal Funds ...	1 8 8	...	18 0 11	6 3 6	141 9 8	6 13 7	17 10 7	
Government Institutions ... **Total cost** ...	200 1 3	478 10 1	39 12 1	10 1 11	142 6 3	29 4 0	60 7 5	
Local Fund Schools ... Cost to Provincial Revenues ...	...	...	...	...	...	...	...	
Local Fund Schools ... Cost to Local Funds	...	...	4 4 5	3 4 6	...	...	3 7 1	
Local Fund Schools ... **Total cost** ...	...	...	6 7 3	3 8 5	...	16 5 4	4 0 1	
Municipal Schools ... Cost to Provincial Revenues ...	...	...	0 1 3	...	...	...	0 0 4	
Municipal Schools ... Cost to Municipal Funds ...	...	...	9 0 3	3 6 10	...	...	5 0 10	
Municipal Schools ... **Total cost** ...	...	...	18 7 4	3 9 3	...	...	7 14 5	
Aided Institutions ... Cost to Provincial Revenues ...	71 10 6	...	7 2 2	0 3 0	37 11 10	...	2 3 6	
Aided Institutions ... Cost to Local and Municipal Funds...	6 1 7	...	5 8 6	1 7 2	20 5 6	5 7 4	2 5 2	
Aided Institutions ... **Total cost** ...	233 10 9	56 15 9	41 12 2	2 12 5	150 9 8	8 11 10	12 11 6	
Unaided Institutions ... ... Total cost ...	183 0 8	48 5 9	46 1 5	5 11 0	...	25 2 1	43 14 6	
All Institutions ... ... Cost to Provincial Revenues ...	88 14 1	270 5 9	2 8 2	0 0 10	7 0 7	14 4 9	1 12 1	
All Institutions ... ... Cost to Local and Municipal Funds...	3 3 7	...	6 8 1	2 12 1	118 15 11	6 1 11	3 11 6	
All Institutions ... **Total cost** ...	211 6 4	303 11 1	22 9 4	3 5 9	143 15 8	26 2 5	9 7 2	

GENERAL TABLE III.

Return of Colleges, Schools, *and* Scholars *in the North-Western Provinces and Oudh for the official year* 1899-1900.

Class of institutions.	Public institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
University Education.								
Arts Colleges.								
English	3	310	317	259	...	...	...	...
Oriental	2	389	384	376	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	2	83	84	69	...	...	...	...
Engineering	1	310	300	295	...	...	...	...
Total ...	8	1,092	1,085	999	...	...	...	...
School Education, General.								
Secondary Schools.								
For boys ... High Schools ...	34	6,212	6,491	5,625	1	100	107	79
For boys ... Middle Schools. English ...	10	901	980	813	18	1,330	1,345	1,114
For boys ... Middle Schools. Vernacular	3	268	237	180	285	35,780	33,350	26,877
For Girls ... High Schools ...	...	...	...	...	...	...	...	...
For Girls ... Middle Schools. English ...	...	...	...	...	...	...	...	...
For Girls ... Middle Schools. Vernacular	...	...	...	...	2	63	62	48
Total ...	47	7,381	7,708	6,618	306	37,273	34,864	28,118
Primary Schools.								
For Boys	16	1,295	1,334	1,163	4,425	1,87,372	169,961	132,962
For Girls	...	...	...	...	152	4,100	3,773	2,851
Total ...	16	1,295	1,334	1,163	4,577	191,472	173,734	135,813
School Education, Special.								
Schools for Special Instruction.								
Training Schools for Masters ...	5	429	432	411	...	...	...	...
Training Schools for Mistresses ...	...	...	...	...	...	...	...	...
Medical Schools	2	245	245	241	...	...	...	...
Industrial Schools	1	126	118	94	...	...	...	...
Other Schools	40	2,018	1,785	1,246	1	10	9	4
Total ...	48	2,818	2,580	19,9 2	1	10	9	4
Total of Colleges and Schools of Public Instruction.	119	12,586	12,707	10,772	4,884	228,755	208,607	163,935

GENERAL

Return of Colleges, Schools *and* scholars *in the*

	Class of institutions.	Public institutions. Under Private Management. Aided by Government or by Local Fund or Municipal Boards. Number of institutions.	Aided by Government or by Local Fund or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by Local Fund or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by Local Fund or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand Total of public institutions.	Grand Total of scholars on the 31st of March.
1		10	11	12	13	14	15	16	17	18	19
University Education.	*Arts Colleges.*										
	English	7	784	764	599	13	336	358	316	23	1,430
	Oriental	2	49	48	38	...	...	...	...	4	438
	Colleges or Departments of Colleges for Professional Training.										
	Law	2	132	116	97	4	182	151	126	8	397
	Engineering	...	...	...	...	...	...	...	...	1	310
	Total ...	11	965	928	734	17	518	509	442	36	2,575
School Education, General.	*Secondary Schools.*										
	For Boys, High Schools ...	53	9,299	9,369	7,874	9	1,058	1,081	813	97	16,669
	For Boys, Middle Schools. English ...	45	4,943	4,844	4,049	14	1,320	1,227	929	87	8,494
	For Boys, Middle Schools. Vernacular	8	831	773	620	1	39	64	52	297	36,918
	For Girls, High Schools ...	18	1,592	1,650	1,489	2	128	137	129	20	1,720
	For Girls, Middle Schools. English ...	17	1,354	1,382	1,261	2	77	71	66	19	1,431
	For Girls, Middle Schools. Vernacular,	...	...	...	...	...	...	...	...	2	63
	Total ...	141	18,019	18,018	15,293	28	2,622	2,580	1,989	522	65,295
	Primary Schools.										
	For Boys	2,252	71,069	65,632	53,876	43	1,350	1,220	939	6,736	261,086
	For Girls	180	7,172	6,808	5,223	7	149	147	117	339	11,421
	Total ...	2,432	78,241	72,440	59,099	50	1,499	1,367	1,056	7,075	272,507
School Education, Special.	*Schools for Special Instruction.*										
	Training Schools for Masters ...	...	...	...	...	...	...	...	...	5	429
	Training Schools for Mistresses,	2	109	99	99	...	...	...	...	2	109
	Medical Schools ...	...	...	...	...	...	...	...	...	2	245
	Industrial Schools ...	1	152	138	114	...	...	...	...	2	278
	Other Schools	3	236	227	178	3	212	207	149	47	2,476
	Total ...	6	497	464	391	3	212	207	149	58	3,537
	Total of Colleges and Schools of Public Instruction.	2,590	97,722	91,850	75,517	98	4,851	4,663	3,636	7,691	343,914
	PRIVATE INSTITUTIONS ... 1. *Advanced teaching*— (*a*) Arabic or Persian									913	13,630
	(*b*) Sanskrit									327	5,232
	(*c*) Any other oriental classic ...									23	284
	2. Elementary, teaching a vernacular only or mainly. For Boys									3,345	45,149
	2. Elementary, teaching a vernacular only or mainly. ,, Girls									62	1,290
	3. Elementary, teaching the Koran ... For Boys									1,439	15,264
	3. Elementary, teaching the Koran ... ,, Girls									162	1,004
	Total ...									6,271	81,853
	GRAND TOTAL ...									13,962	425,767

TABLE III.

North-Western Provinces and Oudh for the official year 1899-1900—(concluded).

Number of Scholars on the 31st of March learning.			Classification of scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
20	21	22	23	24	25	26	27	28	29	30
1,402	689	...	64	56	1,055	252	3	...	...	
61	440	...	...	...	404	34	...	...	...	
397	...	...	...	2	304	88	3	...	...	
310	...	...	64	...	199	47	...	...	...	
2,170	1,129	...	128	58	1,962	421	6	...	...	
14,330	7,547	12,041	1,667	539	11,070	3,370	23	140	...	
5,114	2,411	7,490	176	711	5,735	1,864	8	71	...	
40	...	36,908	...	117	27,969	8,782	50	132	...	
1,641	382	1,028	1,205	502	5	4	4	...	95	
765	3	1,143	244	1,178	3	1	5	...	153	
...	25	63	...	...	32	31	...	...	...	
21,890	10,668	58,673	3,292	3,047	44,814	14,052	90	343	248	
668	1,499	259,949	196	605	223,665	36,564	56	2,758	...	
801	26	11,220	404	1,074	7,141	2,764	38	...	393	
1,469	1,525	271,169	600	1,679	230,806	39,328	94	2,758	393	
43	20	802	...	2	361	66	...	...	...	
109	...	200	9	100	...	...	...	...	...	
...	...	245	...	64	134	47	...	...	...	
126	...	278	...	152	60	66	...	...	...	
25	362	2,094	...	...	2,163	303	10	...	...	
303	382	3,619	9	318	2,718	482	10	...	...	
25,832	13,404	333,461	4,029	5,102	280,300	54,283	200	3,101	641	
...	13,630	...	...	...	4,151	9,444	35			
...	5,232	...	...	...	5,214	18	...	44	...	
...	284	...	...	...	204	80	...			
2,363	3,073	40,211	...	1,901	33,962	9,259	27	778	...	
...	103	1,187	...	224	730	332	4	...	...	
...	15,264	...	...	...	18	15,246	...	205	...	
...	1,004	...	...	...	...	1,004	...	...	17	
2,363	38,590	41,398	...	2,125	44,279	35,383	66	1,127	17	
281,95	51,994	374,859	4,029	7,227	324,579	89,666	266	4,228	658	

GENERAL

Return of Expenditure on Public Instruction in the

Objects of expenditure.		Public						
		Under public						
		Managed by Government.						
		Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1		2	3	4	5	6	7	8
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	*Arts Colleges.*							
	English	93,536	879	200	29,570	...	1,022	1,25,207
	Oriental	14,578	...	...	...	...	468	15,046
	Colleges or Departments of Colleges for Professional Training.							
	Law	3,053	...	...	5,047	...	...	8,100
	Engineering	1,72,950	...	...	2,002	...	741	1,75,693
	Total ...	2,84,117	879	200	36,619	...	2,231	3,24,046
School Education, General.	*Secondary Schools.*							
	For Boys... High Schools ...	29,963	1,04,436	12,398	1,20,042	870	4,923	2,72,632
	For Boys... Middle Schools. English ...	...	16,913	3,864	10,121	614	443	31,955
	For Boys... Middle Schools. Vernacular ...	...	1,573	...	263	...	...	1,836
	For Girls... High Schools ...	...	...	...	...	...	...	...
	For Girls... Middle Schools. English ...	...	...	...	...	...	...	...
	For Girls... Middle Schools. Vernacular ...	...	...	...	...	...	...	...
	Total ...	29,963	1,22,922	16,262	1,30,426	1,484	5,366	3,06,423
	Primary Schools.							
	For Boys	...	6,331	1,963	5,189	18	...	13,501
	For Girls	...	...	...	...	...	...	...
	Total ...	...	6,331	1,963	5,189	18	...	13,501
School Education, Special.	*Schools for Special Instruction.*							
	Training Schools for Masters ...	...	61,173	...	...	...	339	61,512
	Training Schools for Mistresses ...	...	...	...	...	...	...	...
	Medical Schools	29,020	...	...	...	702	240	29,962
	Industrial Schools	7,124	...	...	746	...	224	8,094
	Other Schools	2,867	14,434	272	6,342	...	857	24,772
	Total ...	39,011	75,607	272	7,088	702	1,660	1,24,340
	Buildings	2,61,994	28,884	224	299	...	186	2,91,587
	Furniture and Apparatus (Special Grants only).	5,138	1,000	24	54	...	80	6,296
	Total ...	2,67,132	29,884	248	353	...	266	2,97,883
	University	...	...	...	...	...	...	...
	Direction	...	...	...	...	...	...	...
	Inspection	...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Special Schools other than Training Schools.	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
Total Expenditure on Public Instruction.		6,20,223	2,35,623	18,945	1,79,675	2,204	9,523	10,66,193

TABLE IV..

North-Western Provinces and Oudh, for the official year 1899-1900.

Institutions.						
management.						
	Managed by Local Fund and Municipal Boards.					
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	1,681	456	2,039	...	412	4,588
156	2,400	14,378	11,892	69	637	29,532
...	1,40,017	11,950	60,583	...	953	2,13,503
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	743	444	...	...	...	1,187
156	1,44,841	27,228	74,514	69	2,002	2,48,810
...	5,39,471	13,531	35,604	1,391	3,409	5,93,406
...	14,586	5,028	30	...	35	19,679
...	5,54,057	18,559	35,634	1,391	3,444	6,13,085
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	147	147
...	...	...	...	...	147	147
...	1,02,464	154	48	...	47	1,02,713
...	9,384	387	...	179	418	10,368
...	1,11,848	541	48	179	465	1,13,081
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
...	...	...	...	...	...	...
156	8,10,746	46,328	1,10,196	1,639	6,058	9,75,123

GENERAL

Return of expenditure on Public Instruction in the

Objects of expenditure.	Public						
	Under private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	16	17	18	19	20	21	22
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION. English	57,210	...	4,864	53,029	2,079	69,819	1,87,001
UNIVERSITY EDUCATION. Oriental	973	60	28	10	22	1,647	2,740
Colleges or Departments of Colleges for Professional Training.							
UNIVERSITY EDUCATION. Law	...	...	...	5,719	...	891	6,610
UNIVERSITY EDUCATION. Engineering	...	...	...	...	...	...	...
Total	58,183	60	48,92	58,758	2,101	72,357	1,96,351
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	76,771	42,333	15,953	1,76,596	14,045	88,874	4,14,572
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools, English	6,426	18,273	8,473	34,736	8,308	20,528	96,744
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools, Vernacular	...	1,906	600	888	482	7,681	11,557
SCHOOL EDUCATION, GENERAL. For Girls — High Schools	39,803	3,995	445	89,414	3,713	47,593	1,84,963
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools, English	5,535	7,282	400	8,885	11,310	11,222	44,634
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools, Vernacular	...	...	...	...	...	...	...
Total	1,28,535	73,789	25,871	3,10,519	37,858	1,75,898	7,52,470
Primary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys	3,162	79,464	7,019	12,454	10,055	15,043	1,27,197
SCHOOL EDUCATION, GENERAL. For Girls	10,311	15,746	2,655	4,674	16,826	23,866	74,078
Total	13,473	95,210	9,674	17,128	26,881	38,909	2,01,275
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	3,736	2,014	...	1,631	119	7,410	14,910
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Industrial Schools	...	600	...	...	...	360	960
SCHOOL EDUCATION, SPECIAL. Other Schools	...	960	432	232	123	482	2,229
Total	3,736	3,574	432	1,863	242	8,252	18,099
Buildings	6,000	3,290	440	18,281	15,562	56,464	1,00,037
Furniture and Apparatus (Special Grants only)	315	289	43	5,659	2,038	7,325	15,669
Total	6,315	3,579	483	23,940	17,600	63,789	1,15,706
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Special Schools other than Training Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN *Miscellaneous*	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction	2,10,242	1,76,212	41,352	4,12,208	84,682	3,59,205	12,83,901

TABLE IV.

North-Western Provinces and Oudh for the official year 1899-1900—(concluded).

Institutions.									
management.				Total expenditure from—					
Unaided.									Grand Total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
15,619	4,347	45,562	65,528	1,50,746	879	5,064	98,218	1,22,829	3,77,736
...	...	...	...	15,551	60	28	10	2,137	17,786
5,176	...	2,126	7,302	3,053	...	...	15,942	3,017	22,012
...	...	...	...	1,72,950	...	...	2,002	741	1,75,693
20,795	4,347	47,688	72,830	3,42,300	939	5,092	1,16,172	1,28,724	5,93,227
31,508	8,051	22,523	62,082	1,06,734	1,48,450	28,807	3,30,185	1,39,698	7,53,874
3,858	991	14,030	18,879	6,582	37,586	26,715	60,607	45,620	1,77,110
85	...	319	404	...	1,43,496	12,550	61,819	9,435	2,27,300
32,000	...	...	32,000	39,803	3,995	445	1,21,414	51,306	2,16,963
969	1,836	2,744	5,549	5,535	7,282	400	9,854	27,112	50,183
...	...	...	...	...	743	444	...	...	1,187
68,420	10,878	39,616	1,18,914	1,58,654	3,41,552	69,361	5,83,879	2,73,171	14,26,617
368	690	3,617	4,675	3,162	6,25,266	22,513	53,615	34,223	7,38,779
983	572	1,548	3,103	10,311	30,332	7,683	5,687	42,847	96,860
1,351	1,262	5,165	7,778	13,473	6,55,598	30,196	59,302	77,070	8,35,639
...	...	...	...	...	61,173	...	...	339	61,512
...	...	...	...	3,736	2,914	...	1,631	7,529	14,910
...	...	...	...	29,020	...	...	...	942	29,962
...	...	...	...	7,124	600	...	746	584	9,054
302	77	4,823	5,202	2,867	15,394	704	6,876	6,509	32,350
302	77	4,823	5,202	42,747	79,181	704	9,253	15,903	1,47,788
2,045	13,339	13,099	28,483	2,67,994	1,34,638	818	20,673	98,697	5,22,820
1,383	2,142	2,409	5,934	5,453	10,673	454	7,096	14,591	38,267
3,428	15,481	15,508	34,417	2,73,447	1,45,311	1,272	27,769	1,13,288	5,61,087
...	...	...	...	...	...	...	58,002	...	58,002
...	...	...	...	50,704	...	...	...	...	50,704
...	...	...	...	1,20,750	1,29,224	...	...	...	2,49,974
...	...	...	...	10,951	159	600	2,674	24,695	39,079
...	...	...	...	...	...	...	...	...	...
...	...	...	...	7,169	17,053	2,494	918	18,762	46,396
...	...	...	...	...	22	...	...	73	95
...	...	...	...	7,235	...	...	...	6,119	13,354
...	...	...	...	17,544	33,773	2,612	3,41,918	87,339	4,83,186
...	...	...	...	2,14,353	1,80,231	5,706	4,03,512	1,36,988	9,40,790
94,296	32,045	1,12,800	2,39,141	10,44,974	14,02,812	1,12,331	11,99,887	7,45,144	45,05,148

GENERAL.

Return of the Stages of Instruction of pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys ...	Government ...	English ...	44	7,113	1,060	...	1,060	3,885	...	3,885
		Vernacular ...	3	268	...	...	...	42	...	42
	Local Fund ...	English ...	1	73	...	...	...	31	...	31
		Vernacular ...	280	35,167	...	...	...	6,615	...	6,615
	Municipal ...	English ...	18	1,357	18	...	18	526	...	526
		Vernacular ...	5	613	...	...	...	65	...	65
	Aided ...	English ...	98	14,242	1,264	9	1,273	4,874	55	4,929
		Vernacular ...	8	831	...	...	...	110	...	110
	Unaided ...	English ...	23	2,378	170	...	170	742	...	742
		Vernacular ...	1	39	...	...	...	16	...	16
		Total ...	481	62,081	2,512	9	2,521	16,906	55	16,961
For Girls ...	Government ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	1	38	...	...	...	...	5	5
	Municipal ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	1	25	...	...	...	...	25	25
	Aided ...	English ...	35	2,946	...	128	128	2	530	532
		Vernacular ...	...	...	...	...	...	...	...	...
	Unaided ...	English ...	4	205	...	10	10	2	42	44
		Vernacular ...	...	...	...	...	...	...	...	...
		Total ...	41	3,214	...	138	138	4	602	606
	Total, Secondary Schools ...		522	65,295	2,512	147	2,659	16,910	657	17,567
Primary Schools—										
For Boys ...	Government		16	1,295	...	...	...	...	...	...
	Local Fund		4,328	183,074	...	...	...	...	...	...
	Municipal		97	4,298	...	...	...	...	...	...
	Aided		2,252	71,069	...	...	...	...	...	...
	Unaided		43	1,350	...	...	...	...	...	...
	Total ...		6,736	261,086	...	...	...	...	...	...
For Girls ...	Government		...	...	...	...	...	...	...	...
	Local Fund		127	3,403	...	...	...	...	...	...
	Municipal		25	697	...	...	...	...	...	...
	Aided		180	7,172	...	...	...	...	...	...
	Unaided		7	149	...	...	...	...	...	...
	Total ...		339	11,421	...	...	...	...	...	...
	Total, Primary Schools ...		7,075	272,507	...	...	...	...	...	...
	GRAND TOTAL ...		7,597	337,802	2,512	147	2,659	16,910	657	17,567

TABLE V.

the North-Western Provinces and Oudh at the end of the official year 1899-1900.

Upper Primary Stage.			Lower Primary Stage.						Total.		
sing all pupils who ssed beyond the Lower y Stage, but have not beyond the Upper Pri- Stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,336	...	1,336	827	...	827	5	...	5	7,113	...	7,113
55	...	55	150	...	150	21	...	21	268	...	268
23	...	23	19	...	19	...	...	...	73	...	73
7,970	...	7,970	19,472	127	19,599	978	5	983	35,035	132	35,167
370	...	370	407	...	407	36	...	36	1,357	...	1,357
131	...	131	407	...	407	10	...	10	613	...	613
3,218	80	3,298	4,335	43	4,378	340	24	364	14,031	211	14,242
135	...	135	480	...	480	106	...	106	831	...	831
603	...	603	816	...	816	47	...	47	2,378	...	2,378
23	...	23	...	...	...	...	...	...	39	...	39
13,864	80	13,944	26,913	170	27,083	1,543	29	1,572	61,738	343	62,081
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	7	7	...	16	16	...	10	10	...	38	38
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	25	25
42	595	637	110	1,023	1,133	66	450	516	220	2,726	2,946
...	...	...	...	...	...	...	...	...	...	...	...
5	45	50	4	63	67	17	17	34	28	177	205
...	...	...	...	...	...	...	...	...	...	...	...
47	647	694	114	1,102	1,216	83	477	560	248	2,966	3,214
13,911	727	14,638	27,027	1,272	28,299	1,626	506	2,132	61,986	3,309	65,295
308	...	308	987	...	987	...	...	...	1,295	...	1,295
21,110	1	21,111	147,548	1,922	149,470	12,157	336	12,493	180,815	2,259	183,074
174	...	174	3,687	...	3,687	437	...	437	4,298	...	4,298
2,568	18	2,586	58,313	428	58,741	9,696	46	9,742	70,577	492	71,069
79	3	82	995	3	998	269	1	270	1,343	7	1,350
24,239	22	24,261	211,530	2,353	213,883	22,559	383	22,942	258,328	2,758	261,086
...	...	...	...	...	...	...	...	...	...	...	...
...	112	112	...	3,015	3,015	...	276	276	...	3,403	3,403
...	61	61	...	599	599	...	37	37	...	697	697
51	302	353	208	4,734	4,942	119	1,758	1,877	378	6,794	7,172
3	12	15	1	64	65	11	58	69	15	134	149
54	487	541	209	8,412	8,621	130	2,129	2,259	393	11,028	11,421
24,293	509	24,802	211,739	10,765	222,504	22,689	2,512	25,201	258,721	13,786	272,507
38,204	1,236	39,440	238,766	12,037	250,803	24,315	3,018	27,333	320,707	17,095	337,802

GENERA

Return showing the **Results of Prescribed Examinations**

Nature of Examination.	Number of institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	
1	2	3	4	5	6	7	8	9	
ARTS COLLEGES.									
1. Master of Arts	2	3	1	6	12	14	3	2	31
2. D. Sc.	1	1	...	2	4	1	...	1	6
3. Bachelor of Arts	2	6	3	11	49	137	33	14	233
4. B. Sc.	2	1	...	3	5	2	...	...	7
5. Intermediate Examination ...	3	6	10	19	86	259	118	20	483
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (*a*) ...	1	1	...	2	111	3	...	1	115
„ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ Persian (*c*)	...	2	...	2	...	2	...	...	2
4. High Proficiency in Sanskrit (*d*) ...	3	7	26	36	109	28	58	2	197
„ „ „ Arabic (*b*) ...	...	1	...	1	...	1	...	1	2
„ „ „ Persian ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (*e*) ...	4	8	31	43	37	30	80	1	148
„ „ Arabic (*f*)	1	1	1	3	1	2	1	...	4
„ „ Persian (*c*)	1	1	1	3	1	1	2	...	4
„ „ Urdu	5	8	3	16	12	30	10	12	64
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Honours in Law	...	...	...	...	...	...	...	1	1
3. Bachelor of Law	2	5	...	7	26	37	...	...	63
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					29	...	...	...	29
					46	...	...	...	46
2. B. C. E.					8	...	...	...	8
	1	...	...	1	10	...	...	...	10
3. L. C. E.					4	...	...	...	4
					6	...	...	...	6
4. First L. C. E.					367	...	...	...	367
Teaching.									
1. Licentiate in Teaching ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... ... { Boys ...	35	50	9	94	537	630	138	605	1,910
{ Girls ...	...	15	2	17	...	54	5	7	66
Middle School Examination, { Boys ...	337	91	61	489	3,503	1,094	221	1,341	6,159
{ Girls ...	1	15	3	19	6	90	10	...	106
Upper Primary Examination, { Boys ...	1,756	324	43	2,123	8,482	1,658	463	233	10,836
{ Girls ...	...	45	8	53	...	335	38	...	373
Lower Primary Examination, { Boys ...	4,154	1,007	40	5,201	20,857	4,224	354	9	25,444
{ Girls ...	35	63	5	103	69	402	43	...	514
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters ... { Upper ...	4	...	...	4	206	...	...	31	237
{ Lower ...									
2. Training School Examination for Mistresses ... { Upper ...	...	2	...	2	...	10	...	...	10
{ Lower ...									
3. School of Arts Examination ...	...	...	...	...	...	...	...	...	...
4. Medical Examination	1	...	...	1	58	...	...	...	58
5. Examination in Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination ...	1	...	...	1	2	...	...	...	2

(*a*) Acharya examination of the Sanskrit College, Benares, and
(*b*) and (*c*) Pánjab University examinations.
(*d*) Madhyama Pariksha examination of the Sanskrit College
(*e*) Prathama ditto ditto
(*f*) Mulla examination of the Muir Central College and Maulvi

TABLE VI.

North-Western Provinces and Oudh during the official year 1899-1900.

Number passed.					Race or Creed of passed Scholars.					Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
11	12	13	14	15	16	17	18	19	20	21
9	11	2	1	23	...	...	19	3	1	
4	...	...	...	4	...	...	4	...	...	
26	82	9	5	122	2	4	85	28	3	
4	1	...	...	5	...	...	5	...	...	
30	81	33	4	148	6	7	96	39	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
66	1	...	...	67	...	...	67	...	...	
...	...	...	...	...	...	...	...	...	...	
...	1	...	...	1	...	...	...	1	...	
44	13	30	1	88	...	...	88	...	...	
...	...	...	1	1	...	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	
13	14	24	...	51	...	...	51	...	...	
...	1	...	...	1	...	...	...	1	...	
...	...	2	...	2	...	...	...	2	...	
12	27	10	8	57	...	...	42	15	...	Special Vernacular examination.
...	...	...	...	...	...	...	...	...	...	
...	...	...	1	1	...	...	1	...	...	
8	8	...	...	16	...	...	14	2	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
27	...	...	...	27	15	...	12	...	...	Upper Sub-ordinate. (Roorkee College examinations.)
46	...	...	...	46	...	...	38	8	...	Lower Sub-ordinate.
8	...	...	...	8	8	...	...	...	...	British Military Survey.
10	...	...	...	10	...	...	3	7	...	Native Military Survey.
4	...	...	...	4	...	...	3	1	...	Mechanical Apprentice.
6	...	...	...	6	...	...	5	1	...	Industrial.
169	...	...	...	169	27	...	126	16	...	College Entrance.
...	...	...	...	...	...	...	...	...	...	
256	281	59	64	660	64	21	468	99	8	
...	41	4	4	49	44	5	...	...	...	
2,135	475	78	249	2,937	73	17	2,308	530	9	
1	48	8	...	57	53	2	...	2	...	
6,246	1,064	269	102	7,681	161	73	6,087	1,353	7	
...	242	25	...	267	125	139	2	1	...	
16,792	2,912	263	7	19,974	119	200	16,630	3,025	...	
40	327	35	...	402	155	156	67	23	1	
138	...	...	9	147	...	1	118	28	...	
...	10	...	...	10	7	3	...	...	...	
...	...	...	...	...	...	...	...	...	...	
53	...	...	...	53	...	12	34	7	...	
...	...	...	...	...	...	...	...	...	...	
1	...	...	...	1	...	...	...	1	...	

Shastri examination of the Panjáb University.

and Visharda examination of the Panjáb University.

Prajna ditto ditto.

examination of the Panjáb University.

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on*

Objects of expenditure.			Expenditure of Local Fund				
			In Institutions managed				
			Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
1			2	3	4	5	6
							Rs.
	Arts Colleges.						
University Education.	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Total	...	...	...	...	...	...
	Secondary Schools.						
School, Education, General.	For Boys — High Schools	...	...	...	...	...	...
	For Boys — Middle Schools — English	...	...	1	73	80	66	...
	For Boys — Middle Schools — Vernacular	...	...	280	35,167	32,769	26,419	...
	For Girls — High Schools	...	...	...	...	...	...	...
	For Girls — Middle Schools — English	...	...	...	...	...	...	...
	For Girls — Middle Schools — Vernacular	...	...	1	38	37	28	...
	Total	...	...	282	35,278	32,886	26,513	...
	Primary Schools.						
	For Boys	...	...	4,328	183,074	165,788	129,653	...
	For Girls	...	...	127	3,403	3,113	2,356	...
	Total	...	...	4,455	186,477	168,901	132,009	...
	Schools for Special Instruction.						
School, Education, Special.	Training Schools for Masters	...	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...
	Other Schools	...	...	1	10	9	4	...
	Total	...	...	1	10	9	4	...
Buildings		...	...	...	...	...	...	...
Furniture and Apparatus (Special Grants only)			...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
Inspection		...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Special Schools other than Training Schools.	...	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
	GRAND TOTAL	...	...	4,738	221,765	201,796	158,526	

TABLE VII.

Public Instruction in the North-Western Provinces and Oudh for the official year 1899-1900.

Boards on Public Instruction.									
by Local Fund Boards.						In Institutions managed by—			Total Local Fund Expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	879	...	...	879
...	...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	**...**	**...**	**...**	**...**	**...**	**879**	**...**	**60**	**939**
...	...	...	...	...	...	1,04,436	1,681	42,333	1,48,450
420	722	680	...	637	2,459	16,913	1,980	18,273	37,586
1,40,017	8,677	59,931	...	953	2,09,578	1,573	...	1,906	1,43,496
...	...	...	...	...	...	...	...	3,995	3,995
...	...	...	...	...	...	...	...	7,282	7,282
263	...	...	...	...	263	...	480	...	743
1,40,700	**9,399**	**60,611**	**...**	**1,590**	**2,12,300**	**1,22,922**	**4,141**	**73,789**	**3,41,552**
5,39,471	1,112	35,152	1,391	3,409	5,80,535	6,331	...	79,464	6,25,266
14,310	878	30	...	35	15,253	...	276	15,746	30,332
5,53,781	**1,990**	**35,182**	**1,391**	**3,444**	**5,95,788**	**6,331**	**276**	**95,210**	**6,55,598**
...	...	...	...	...	...	61,173	...	...	61,173
...	...	...	...	...	...	...	...	2,014	2,014
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	600	600
...	...	...	...	147	147	14,434	...	960	15,394
...	**...**	**...**	**...**	**147**	**147**	**75,607**	**...**	**3,574**	**79,181**
1,01,724	...	...	...	...	1,01,724	28,884	740	3,290	1,34,638
9,384	112	...	119	338	9,953	1,000	...	289	10,673
1,11,108	**112**	**...**	**119**	**338**	**1,11,677**	**29,884**	**740**	**3,579**	**1,45,311**
...	...	...	...	...	...	...	...	...	1,29,224
...	...	...	...	...	...	...	...	...	159
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	17,053
...	...	..	...	...	...	...	...	...	22
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	33,773
...	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**1,80,231**
8,05,519	**11,501**	**95,793**	**1,510**	**5,519**	**9,19,912**	**2,35,623**	**5,157**	**1,76,212**	**14,02,812**

• GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of expenditure.			Expenditure of					
			In Institutions managed					
			Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal Rates.
1			17	18	19	20	21	22
							Rs.	Rs.
University Education.	*Arts Colleges.*							
	English		...	...	...	...	...	...
	Oriental		...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.							
	Law		...	...	...	...	...	...
	Engineering		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
School Education, General.	*Secondary Schools.*							
	For Boys, High Schools		1	100	107	79	...	456
	For Boys, Middle Schools, English		17	1,257	1,265	1,048	156	13,656
	For Boys, Middle Schools, Vernacular ...		5	613	581	458	...	3,273
	For Girls, High Schools		...	...	...	...	...	...
	For Girls, Middle Schools, English		...	...	...	...	...	...
	For Girls, Middle Schools, Vernacular ...		1	25	25	20	...	444
	Total ...		24	1,995	1,978	1,605	156	17,829
	Primary Schools.							
	For Boys		97	4,298	4,173	3,309	...	12,419
	For Girls		25	697	660	495	...	4,150
	Total ...		122	4,995	4,833	3,804	...	16,569
	Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters		...	...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...
	Industrial Schools		...	...	...	...	...	...
	Other Schools		...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
Buildings			...	...	...	...	...	154
Furniture and Apparatus (Special Grants only) ...			...	...	...	...	...	275
	Total ...		...	...	...	...	...	429
Inspection			...	...	...	...	...	...
Scholarships held in	Arts Colleges		...	...	...	...	...	...
	Professional Colleges ...		...	...	...	...	...	...
	Secondary Schools ...		...	...	...	...	...	...
	Primary Schools ...		...	...	...	...	...	...
	Special Schools other than Training Schools.		...	...	...	...	...	...
Miscellaneous			...	...	...	...	...	...
	Total ...		...	...	...	...	...	...
	GRAND TOTAL ...		146	6,990	6,811	5,409	156	34,827

TABLE VII.

Instruction in the North-Western Provinces and Oudh for the official year 1899-1900—(concluded).

Municipal Boards on Public Instruction.									
by Municipal Boards.					In Institutions managed by—			Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	200	...	4,864	5,064	5,943
...	...	...	...	...	...	...	28	28	88
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	200	...	4,892	5,092	6,031
1,681	2,039	...	412	4,588	12,398	...	15,953	28,807	1,77,257
1,980	11,212	69	...	27,073	3,864	722	8,473	26,715	64,301
...	652	...	...	3,925	...	8,677	600	12,550	1,56,046
...	...	...	...	...	...	...	445	445	4,440
...	...	...	...	...	...	...	400	400	7,682
480	...	...	...	924	...	...	...	444	1,187
4,141	13,903	69	412	36,510	16,262	9,399	25,871	69,361	4,10,913
...	452	...	...	12,871	1,963	1,112	7,019	22,513	6,47,779
276	...	...	...	4,426	...	878	2,655	7,683	38,015
276	452	...	...	17,297	1,963	1,990	9,674	30,196	6,85,794
...	...	...	...	...	...	...	...	...	61,173
...	...	...	...	...	...	...	...	...	2,014
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	600
...	...	...	...	...	272	...	432	704	16,098
...	...	...	...	...	272	...	432	704	79,885
740	48	...	47	989	224	...	440	818	1,35,456
...	...	60	80	415	24	112	43	454	11,127
740	48	60	127	1,404	248	112	483	1,272	1,46,583
...	...	...	...	...	...	...	...	...	1,29,224
...	...	...	...	...	...	...	...	600	759
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,494	19,547
...	...	...	...	...	...	...	...	...	22
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,612	36,385
...	...	...	...	...	...	...	...	5,706	1,85,937
5,157	14,403	129	539	55,211	18,945	11,501	41,352	1,12,331	15,15,143

EDUCATION—GENERAL TABLE VIII—FOR MALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1899-1900.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1. Managed by Government	39	1,133	89	583	26	435	1,582	9,312	3,235	2,938	17,067	
2. Managed by Local or Municipal Boards ...	159	1,894	...	1,866	28	...	...	8,596	26	1,369	9,991	
3. Aided by Government or by Local or Municipal Boards.	37	2,198	294	1,549	535	20	12,974	1,280	45,385	1,91,368	2,51,007	
4. Unaided	25	*598	136	355	101	5	...	...	15,239	5,561	20,800	*One private candidate.

EDUCATION—GENERAL TABLE VIII—FOR FEMALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1899-1900.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	R.	Rs.	R.	Rs.	
1. Managed by Government	...	...	...	...	...	...	...	...	...	...	...	
2. Managed by Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	
2. Aided by Government or by Local or Municipal Boards.	19	*1,201	10	709	440	18	5,064	1,740	36,061	1,15,434	1,58,299	*24 boarders are infirm, blind and infants.
4. Unaided	11	†729	15	359	253	100	...	...	27,057	13,690	40,747	†Two not reading in school.

GENERAL

Return of **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces*

(For Europeans

Class of institutions.	Public Institutions.								Grand Total of public institutions.	Grand Total of scholars on the 31st of March.
	Under Private Management.									
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.					
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	2	3	4	5	6	7	8	9	10	11
Arts Colleges.										
UNIVERSITY EDUCATION.										
English	...	...	...	...	6	48	35	33	6	48
Total ...	...	...	...	...	6	48	35	33	6	48
Secondary Schools.										
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ...	15	1,660	1,711	1,505	3	71	62	62	18	1,731
For Boys. Middle Schools. English ...	1	170	160	137	...	...	...	...	1	170
For Girls. High Schools ...	12	1,044	1,082	988	2	128	137	129	14	1,172
For Girls. Middle Schools. English ...	6	226	259	219	1	20	17	17	7	246
Total ...	34	3,100	3,212	2,849	6	219	216	208	40	3,319
Primary Schools.										
For Boys	6	186	162	134	1	14	14	12	7	200
For Girls	7	377	358	289	2	27	25	19	9	40 4
Total ...	13	563	520	423	3	41	39	31	16	604
Schools for Special Instruction.										
SPECIAL INSTRUCTION. Training Schools for Mistresses.	1	9	6	6	...	...	...	...	1	9
Total ...	1	9	6	6	...	...	...	...	1	9
Total of Colleges and Schools of Public Instruction.	48	3,672	3,738	3,278	15	308	290	272	63	3,980

TABLE III.

and Oudh for the official year 1899-1900.

and Eurasians.)

Number of scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.					Number of girls in boys' schools.	Number of boys in girls' schools.	Remark.
English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.			
12	13	14	15	16	17	18	19	20	21	22
43	25	8	48	...	...	...	...	...	...	
43	**25**	**8**	**48**	...	...	...	...	...	...	
1,731	481	1,104	1,655	4	41	21	10	140	...	
170	...	54	170	...	...	...	...	71	...	
1,172	320	489	1,160	8	...	4	...	...	95	
246	3	102	240	2	...	...	4	...	105	
3,319	**804**	**1,749**	**3,225**	**14**	**41**	**25**	**14**	**211**	**200**	
200	...	49	196	4	...	...	...	88	...	
404	2	99	401	3	...	...	...	...	166	
604	**2**	**148**	**597**	**7**	...	...	...	**88**	**166**	
9	...	...	9	...	...	...	...	...	...	
9	...	...	**9**	...	...	...	...	...	...	
3,975	**831**	**1,905**	**3,879**	**21**	**41**	**25**	**14**	**299**	**366**	

GENERAL

Return of Expenditure *on Public* Instruction *in the*

(For Europeans

Objects of expenditure.	Public						
	Under Private						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
UNIVERSITY EDUCATION.							
English	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools	43,741	...	1,180	78,472	5,776	30,580	1,59,749
For Boys ... Middle Schools. English ...	4,226	...	480	468	1,914	975	8,063
For Girls ... High Schools	36,912	...	445	83,021	2,873	21,658	144,909
For Girls ... Middle Schools. English ...	5,115	...	340	8,124	217	2,280	16,076
Total ...	89,994	...	2,445	1,70,085	10,780	55,493	3,28,797
Primary Schools.							
For Boys	3,162	...	240	2,675	392	2,648	9,117
For Girls	6,616	...	598	4,297	940	1,721	14,172
Total ...	9,778	...	838	6,972	1,332	4,369	23,289
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training schools for Mistresses.	3,736	...	...	630	...	...	4,366
Total ...	3,736	...	...	630	...	...	4,366
Buildings	6,000	...	...	17,469	11,482	17,879	52,830
Furniture and Apparatus (Special Grants only),	215	...	...	4,847	1,003	3,292	9,357
Total ...	6,215	...	...	22,316	12,485	21,171	62,187
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction ...	1,09,723	...	3,283	2,00,003	24,597	81,033	4,18,639

TABLE IV.

North-Western Provinces and Oudh for the official year 1899-1900.

and Eurasians.)

Institutions.									
management.				Total expenditure from—					
Unaided.									Grand total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
6,315	...	2,858	9,173	...	...	...	6,315	2,858	9,173
6,315	**...**	**2,858**	**9,173**	**...**	**...**	**...**	**6,315**	**2,858**	**9,173**
12,365	...	252	12,617	43,741	...	1,180	90,837	36,608	1,72,366
...	...	...	...	4,226	...	480	468	2,889	8,063
32,000	...	...	32,000	36,912	...	445	1,15,021	24,531	1,76,909
900	...	...	900	5,115	...	340	9,024	2,497	16,976
45,265	**...**	**252**	**45,517**	**89,994**	**...**	**2,445**	**2,15,350**	**66,525**	**3,74,314**
333	...	219	552	3,162	...	240	3,008	3,259	9,669
983	248	14	1,245	6,616	...	598	5,280	2,923	15,417
1,316	**248**	**233**	**1,797**	**9,778**	**...**	**838**	**8,288**	**6,182**	**25,086**
...	...	...	...	3,736	...	...	630	...	4,366
...	...	...	...	**3,736**	...	...	**630**	...	**4,366**
2,000	...	...	2,000	6,000	...	...	19,469	29,361	54,830
1,200	...	...	1,200	215	...	...	6,047	4,295	10,557
3,200	**...**	**...**	**3,200**	**6,215**	**...**	**...**	**25,516**	**33,656**	**65,387**
...	...	...	...	495	...	...	...	84	579
...	...	...	...	1,814	...	...	...	1,093	2,907
...	...	...	...	...	...	...	...	...	...
...	...	...	...	17,211	...	580	3,04,674	59,233	3,81,698
...	...	...	...	**19,520**	...	**580**	**3,04,674**	**60,410**	**3,85,184**
56,096	**248**	**3,343**	**59,687**	**1,29,243**	**...**	**3,863**	**5,60,773**	**1,69,631**	**8,63,510**

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General

(For Europeans

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—								
For Boys ... Aided, English	16	1,830	134	9	143	518	55	573
For Boys ... Unaided, English	3	71	12	...	12	27	...	27
Total ...	19	1,901	146	9	155	545	55	600
For Girls ... Aided, English	18	1,270	...	88	88	2	340	342
For Girls ... Unaided, English	3	148	...	10	10	2	40	42
Total ...	21	1,418	...	98	98	4	380	384
Total, Secondary Schools ...	40	3,319	146	107	253	549	435	984
Primary Schools—								
For Boys ... Aided	6	186	...	...	...	...	...	...
For Boys ... Unaided	1	14	...	...	...	...	...	...
Total ...	7	200	...	...	...	...	...	...
For Girls ... Aided	7	377	...	...	...	...	...	...
For Girls ... Unaided	2	27	...	...	...	...	...	...
Total ...	9	404	...	...	...	...	...	...
Total Primary Schools ...	16	604	...	...	...	...	...	...
GRAND TOTAL ...	56	3,923	146	107	253	549	435	984

TABLE V.

Education in the North-Western Provinces and Oudh at the end of the official year 1899-1900.

and Eurasians.)

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
518	80	598	274	43	317	175	24	199	1,619	211	1,830
24	...	24	7	...	7	1	...	1	71	...	71
542	**80**	**622**	**281**	**43**	**324**	**176**	**24**	**200**	**1,690**	**211**	**1,901**
38	339	377	66	177	243	66	154	220	172	1,098	1,270
5	36	41	4	17	21	17	17	34	28	120	148
43	**375**	**418**	**70**	**194**	**264**	**83**	**171**	**254**	**200**	**1,218**	**1,418**
585	**455**	**1040**	**351**	**237**	**588**	**259**	**195**	**454**	**1,890**	**1,429**	**3,319**
28	18	46	27	34	61	50	29	79	105	81	186
3	3	6	1	3	4	3	1	4	7	7	14
31	**21**	**52**	**28**	**37**	**65**	**53**	**30**	**83**	**112**	**88**	**200**
44	60	104	28	70	98	79	96	175	151	226	377
3	4	7	1	2	3	11	6	17	15	12	27
47	**64**	**111**	**29**	**72**	**101**	**90**	**102**	**192**	**166**	**238**	**404**
78	**85**	**163**	**57**	**109**	**166**	**143**	**132**	**275**	**278**	**326**	**604**
663	**540**	**1,203**	**408**	**346**	**754**	**402**	**327**	**729**	**2,168**	**1,755**	**3,923**

ORDERS OF GOVERNMENT.

No. $\frac{435}{XV-\frac{48}{8}}$ of 1900.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Naini Tal, the 15th October 1900.

READ—

The General Report on Public Instruction in the North-Western Provinces and Oudh for the year ending 31st March 1900, submitted by the Director of Public Instruction.

OBSERVATIONS.—The first part of the Report contains a summary of the main results of the year. The total number of scholars in public and private institutions increased by 47,532 (from 378,084 in 1898-99 to 425,616 in 1899-1900); the number of institutions by 817 (from 13,137 to 13,954). In 1895 the number of scholars was 3,01,408, and the number of institutions was 11,406. There has therefore been an increase of 41 per cent. in the number of scholars, and of 22 per cent. in the number of institutions, within the last four years. The increase in the number of scholars during the last year mainly consisted in a great increase (41,178) in the number of boys attending primary schools. Although the increase in attendance at primary schools for girls was small, a considerably larger number of girls (15,055, against 12,413 in 1898-99) attended lower primary classes, many of them attending in boys' schools. Taking boys' and girls' schools together, there has been an increase of 62 per cent. in the number of primary schools since 1895, and an increase of 66 per cent. in the attendance at them.

The percentage of children at school during 1899-1900 to the population of school age (according to the census of 1891) was 6·05, against 5·38 in 1898-99 and 5·07 in 1897-98. The percentage is lowest in Oudh, being 4·8 in the Lucknow Division and 5 in the Fyzabad Division (which division, however, shows progress): it is highest in the Meerut Division (8·3). These percentages show sustained progress, but they also show how extremely backward these Provinces are in education.

During the year the expenditure on education increased by Rs. 7,87,191 (from Rs. 37,17,957 to Rs. 45,05,148). This large increase took place under indirect expenditure, and consists mainly of the advance from Rs. 2,88,999 to Rs. 4,94,337 against buildings, and from Rs. 81,420 to Rs. 4,55,491 against miscellaneous. General Table IV shows that, whereas in 1898-99 the miscellaneous expenditure met from fees was Rs. 61,139, in 1899-1900 it was Rs. 3,41,918. It is understood that the increase under this head is caused by European schools having, contrary to previous practice, shown their boarding expenditure under it this year. But the explanations of the increased expenditure are not sufficiently clear; and the Director is requested to submit, for the information of Government, more distinct details as to the above two items (Buildings and Miscellaneous) than are available in the report.

2. *Collegiate Education.*—The average enrolment and the total expenditure on colleges were 1,439 and Rs. 3,77,736, against 1,345 and Rs. 3,59,686 in the previous year. Of the expenditure, Rs. 1,56,689 were defrayed from public funds (as against Rs. 1,57,298 in the preceding year), the remainder being met from fees and other sources. The cost per student is a little less than in the preceding year, and the contribution from public funds also shows a tendency to diminish.

In the M.A. and D.Sc. examinations of the year under report the total number of candidates was 34, and of passes 26, against 32 and 18 respectively in the previous year. In the B.A. and B.Sc. examinations there were 226 candidates (7 having been entered for the B.Sc. examination and 5 having succeeded in passing it). The number of B.A. candidates (219) shows a noticeable falling off from the numbers (273) of the preceding year. The Director omits to account for this decrease, which is larger than ordinary fluctuation would explain. The Lieutenant-Governor will be glad to have the Director's explanation at an early date.

During the year certain changes have been introduced, which will, it is hoped, promote collegiate education. His Honour desires particularly to notice with satisfaction the arrangements, whereby the disadvantage, noticed in last review, under which Bachelors in Science were placed if they intended taking up Law as a profession have been removed. The High Court have now consented to accept, as sufficient evidence of a competent knowledge of English, the general examination in English which in future both candidates for the B.A. and those for the B.Sc. degree will be required to pass.

Another change of far-reaching importance is embodied in the rule, which the University has, with the concurrence of the Lieutenant-Governor, adopted, that candidates for the Entrance and School Final examinations must be at least sixteen years old. The question is to be considered at the forthcoming University meetings whether, in connection with this measure, the present first year course of work should not be transferred to the High Schools, the standard for matriculation being raised to a point halfway between the present standard and that of the Intermediate examination. If this proposal is accepted, the Lieutenant-Governor, as at present advised, is disposed to agree in the substitution of the new matriculation examination for the present Entrance examination as qualifying for the public service. The result would be the establishment of a higher educational qualification for posts under Government. Looked at from this point of view, the proposal to be considered by the Syndicate and Senate is one of very great importance.

The University Syndicate and the Committee of the Canning College will doubtless consider the Director's remarks in paragraphs 51 and 52 of the report, regarding the practice of candidates for degree examinations absenting themselves from the college for two months before the time of examination. It is for the Director to bring to the notice of Government any instance, such as is said in paragraph 57 to be possible, of an aided college evading, by unlimited grant of scholarships, the rule that at aided colleges the tuition fees should be 75 per cent. of those

charged in corresponding classes of Government colleges. The Lieutenant-Governor notices with satisfaction the increasing number of affiliations to the Government Sanskrit College at Benares, and he observes with peculiar pleasure that, notwithstanding the severe losses sustained by the Muhammadan Anglo-Oriental College at Aligarh by the lamented death of Sir Saiyid Ahmad and Mr. Beck, the average enrolment at that college has risen from 116 to 150 during the year under report.

3. *Secondary Education.*—The report shows that but small change has taken place during the year in the attendance at, or cost of, public secondary schools (English and Anglo-Vernacular). The enrolment during the year under report was 25,163, while in the preceding year the figure was 25,397. The expenditure last year was Rs. 7,50,555, against Rs. 7,55,004 in the previous year. Of the expenditure, Rs. 65,349 was met from Provincial revenues, against Rs. 67,165 in 1898-99: Rs. 1,86,036 from Local funds, against Rs. 1,86,622: Rs. 53,862 from Municipal funds, against Rs. 51,781: Rs. 2,99,487 from fees, against Rs. 2,99,585: and Rs. 1,45,821 from other sources, against Rs. 1,49,851. It was observed last year that in State schools the maximum prescribed rates of fees have now been reached, and the average fee paid per scholar stands at Rs. 14 per annum, the average fee in aided schools being Rs. 11, and in recognised unaided schools, Rs. 8.

The number of public secondary schools for girls was 41 in 1899-1900, against 35 in 1898-99, and the number of pupils 3,214, against 2,986. Twenty-one of these schools, however, with 1,418 pupils, were schools for Europeans: two, with 63 pupils, were secondary Vernacular schools.

The results of the examinations of candidates from secondary schools for natives are shown in paragraph 76 of the report. The number of passes in the Entrance, School Final, and English Middle examinations were less favourable, on the whole, in the year under report than in the preceding year; but it is said that the Entrance examination was unusually difficult. The number of candidates at this examination again slightly decreased (891, instead of 907), while the number appearing at the School Final examination rose from 276 to 301.

The number of secondary Vernacular schools for boys was 297, with 36,918 pupils, in 1899-1900, as compared with 294, with 33,811 pupils, in the previous year; but the Director explains that the increase in the number of schools is nominal, the practising schools attached to the normal schools at Agra, Allahabad, and Moradabad (which were shown last year as departments of normal schools) having been brought on the list. The Director again testifies to the high state of efficiency of the schools of this class (middle Vernacular), and observes that the increase in the enrolment in all their sections is very satisfactory. In paragraph 6 of the last review the Government referred to the expediency of removing the inequality of the fee rates in force in different places for Vernacular middle schools. The Director, in his paragraph 73, says that some District Boards are still unwilling to move in the matter. The grounds for this unwillingness should be reported separately to Government.

4. A Committee of officials and educational experts was convened at Allahabad by the Lieutenant-Governor in April 1899 to consider certain defects in the school courses that had been brought to the notice of Government. In compliance with the orders of Government passed on the Committee's recommendations, new curricula were during the year under report compiled by the Education Department, both for Anglo-Vernacular and Vernacular schools. The courses in arithmetic and geography were shortened, and certain other reductions in the course made, Drawing at the same time being made a compulsory study in the lower classes. The number of examinations that the boys undergo has been reduced by the abolition of the Lower Primary and the Anglo-Vernacular Lower Middle examinations. The Director states in paragraph 69 that the changes in the curricula have been generally acceptable to school managers, teachers, and the parents of the boys.

5. *Primary Education.*—The number of District Boards' primary Vernacular schools for boys was as follows :—

		1898-99.	1899-1900.
Upper Primary	... ...	2,071	1,882
Lower Primary	... ...	2,153	2,446
	Total ...	4,224	4,328

The number of pupils in these schools in 1898-1899 and 1899-1900 respectively was 19,774 and 21,111 in the upper primary stage, and 143,768 and 161,963 in the lower primary stage. Thus the number of boys receiving instruction in both stages shows a satisfactory increase, and the decrease in the number of upper primary schools, which is explained to be due to the closing of some inefficient upper primary sections in the Meerut Division, is not a matter for regret. The rates of fees levied in the various districts still present great diversity, but the number of districts which levy no fee at all for primary education was reduced during the year.

Aided Vernacular primary schools for boys numbered 2,241, against 1,655 in 1898-99. The total number of pupils in these schools was 70,601, of whom 2,507 were in the upper primary stage and 68,094 in the lower primary stage. The enrolment shows a very large increase from the total (49,765) in the preceding year; and this increase promises well for the policy adopted by this Government of advancing elementary education by means of grants in aid to indigenous schools. The great need is for increased inspecting agency to supervise these schools, and, in order to meet this need, the inspecting staff of several District Boards has been strengthened recently. During the year additional Sub-Deputy Inspectors have been provided for the Sultánpur, Ballia, Unao, Sitapur, Rae Bareli, Bara Banki, and Hardoi districts, and further additions will be made as funds become available. The Commissioner of Meerut, whose predecessor has brought to notice a retrogression on this matter in the Meerut district, should personally see that the District Board is not allowed to be supine in the matter.

6. *Training Colleges and Normal Schools.*—The Anglo-Vernacular Training College for teachers, Lucknow, was re-organized during the year; the staff has been strengthened, and the college is now established in its new and spacious building in Allahabad. The number and value of the stipends have also been increased. The results of these measures will be visible in the current and following years. In the year under report the number of students rose from 19 to 43, and the result of the examination for certificates was good. The number of normal schools rose from 3 to 4 by the opening of the Normal School at Moradabad. There is now a normal school for each Inspector's division in the plains in these Provinces, and in this respect the educational equipment of the Provinces has been brought abreast of the standard suggested by the Education Commission. The question of establishing a Government normal school for female teachers is under the consideration of Government, but at present a certain number of young women are efficiently trained as teachers, on a subvention by Government, at the Church Missionary Society's School at Sigra, Benares.

7. *Technical Education.*—The number of students in law classes at the various colleges rose from 372 to 397. The number of candidates (who, it is reported, often appear at an interval of some years after their course), and of successes at the examination, diminished considerably. The imperfections of the system of instruction in Law which the various colleges endeavour to impart have forcibly impressed themselves on the Lieutenant-Governor's mind during his inspections of the various colleges, and he is now, with the valuable assistance of the Hon'ble Mr. Justice Knox, Vice-Chancellor of the University, elaborating a scheme, for strengthening the Law teaching at the Muir Central College, which may, it is hoped, in time lead up to the creation of a well equipped Central Law College for the Provinces.

8. At the Agra Medical School there were on the rolls at the close of the year 188 men and 57 women, against 195 and 64 respectively in the previous year. The Lieutenant-Governor has now been able to find the money (about Rs. 1,20,000) for adding to the Thomason Hospital a suitable Ophthalmic Hospital; and the provision of this hospital will also benefit the Lady Lyall (Dufferin) Hospital by enabling it to exchange its outlying wards for others to be built for it in a more convenient situation.

The total number of students at the Thomason Civil Engineering College, Roorkee, was 982, against 888 in 1898-99: the civil students consisted of 86 English and 800 native students, and the military students of 76 English and 20 native students. The health and the work of the students were alike satisfactory. A salutary change has been introduced, whereby students, instead of being paid for attending the Roorkee College, have now to pay for permission to attend it. The profession of engineering in India, like the profession of medicine, has passed beyond the stage when it needed to be fostered by eleemosynary support from Government. Of course scholarships continue to be given.

Of the Industrial School at Lucknow, the Director says that the class of students for whom the school was specially intended appear to be deserting it. The enrolment rose from 106 to 126, but the number of students belonging to the artizan classes is stated to have fallen from 17 to 10. The Government recognises that the school has not hitherto been successful, but measures are in contemplation, whereby it may be hoped that things will improve.

The number of students on the rolls of the Agricultural School, Cawnpore, was 31 on March 31st, 1899, and 25 on March 31st, 1900. The examination results were found by the Director of Agriculture to be very creditable to the Principal and staff.

9. *Female Education.*—Chapter IX of the report deals with the education of native girls. The total number of schools for native girls, which had been 298 in 1897-98, and 329 in 1898-99, rose to 351 in 1899-1900. The Officiating Director states that in the Benares and Allahabad Divisions the Inspectors report that female education is making no progress: as regards the Benares Division, however, a completely different account was given by Mr. Lewis in paragraph 87 of the report for 1898-99 (in which year the number of girls' schools in the Benares Division rose from 33 to 56). The practice of sending little girls to boys' primary schools has spread very greatly in the Fyzabad Division, where 1,565 female children are shown as so learning; the total for the whole Province was 2,670, against 471 in the previous year. As the number shown last year in the Fyzabad Division was *nil*, the figures suggest that in some districts hitherto little girls may have been admitted in boys' schools without being shown on the registers. Of Anglo-Vernacular institutions (maintained in nearly all cases by missionary societies) there were 1 college, 18 secondary schools, and 9 primary schools: the total number of scholars was 2,246, and the total expenditure (of which Rs. 19,068 was from public funds) was Rs. 1,00,708. Primary Vernacular schools for girls under public management numbered 152, with 4,100 pupils, against 145, with 3,686 pupils, in 1898-99: and aided primary schools for girls rose from 145, with 5,974 pupils, to 165, with 6,323 pupils.

10. *Special Class Schools.*—The total number of aided schools for Europeans and Eurasians was 47 (22 for boys and 25 for girls), as compared with 42 in the previous year. The expenditure from Provincial revenues was Rs. 93,664 in 1898-99 and Rs. 99,772 in 1899-1900. The results of the examinations held under the European Schools' Code were, in comparison with previous years, very satisfactory.

In the Colvin School for sons of Taluqdárs at Lucknow there were 39 pupils (21 being Hindus and 18 Muhammadans). The conduct of the boys is stated to have been good, and the school did fairly well in the public examinations.

11. The general meeting of the Provincial Text-Book Committee was held, as usual, in November, and thirteen meetings were held by the five sub-committees. The total number of works considered was 238.

The Text-Book Committee has now been entirely re-organized in accordance with the wishes of the Government of India, and it is hoped that, when the new scheme is sanctioned by His Excellency in Council, a career of greater usefulness is before it. Considerable dissatisfaction has been expressed with some of the text-books in use. Better text-books in the classical languages of India seemed to be required, and Sir W. Lee-Warner's "Citizen of India" is said, from the difficulty of its language, and its mode of treating the subject, to be a great stumbling block with both teachers and pupils. Lastly, a suitable Agricultural primer has yet to be written for the schools of these Provinces. These are questions to the solution of which the new Text-book Committee should at once address themselves: meanwhile, Mr. Boutflower's suggestion that the Agricultural Department might supply an elementary pamphlet will be communicated to the Director of Land Records and Agriculture.

12. Mr. Lewis, the permanent Director of Public Instruction, was in charge of the Department for most of the year; but during his absence on privilege leave in 1899, and again on furlough from February 1900, Mr. Boutflower, Inspector of Schools, 5th Circle, was appointed to officiate as Director. Mr. Boutflower has submitted a clear and careful report. On the whole, it may be said that the educational history of the year 1899-1900 is a record of improvements and progress.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction, North-Western Provinces and Oudh, for information.

Ordered also that the Resolution be published in the *North-Western Provinces and Oudh Government Gazette*.

By order, &c.,

L. M. THORNTON,

Secy. to Govt., N.-W. P. and Oudh.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH,

FOR THE YEAR

1900-1901.

ALLAHABAD:

Printed at the Government Press, North-Western Provinces and Oudh.

1901.

GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1900-1901.

INDEX.

CHAPTER I.—INTRODUCTORY.

PARA.		PAGE.
1.	The matriculation examination of the University of Allahabad ...	1
2.	Industrial education	*ib.*
3.	Removal of the Training College to Allahabad	1—2
4.	Control of the Reformatory School, Bareilly	2
5.	Reorganization of the Provincial Text-Book Committee ...	*ib.*
6.	Introduction of the Oudh system of depôts in the North-Western Provinces	*ib.*

CHAPTER II.—GENERAL SUMMARY.

7.	Number of schools and scholars	3—4
8.	Percentage of children of school-going age	4
9.	Percentage of boys in the secondary stage of instruction	*ib.*
10.	Percentage of boys in the primary stage of instruction	*ib.*
11.	Percentage of girls under instruction	*ib.*
12.	Expenditure on public institutions	4—5
13.	Results of the public examinations	5
14.	The outbreak of plague in the Benares Division	6
15.	Interest taken in education by members of District Boards ...	*ib.*
16.	Action of Municipal Boards	*ib.*
17.	Action of Missionary societies	*ib.*
18.	Action by other societies and individuals	6—7
19.	Industrial training	7
20.	Moral and religious training	7—8
21.	Female education	8

CHAPTER III.—CHANGES IN CONTROLLING AND INSTRUCTING AGENCIES.

22.	Changes in controlling and instructing agencies	9
23.	Tours of inspecting officers	9—10
24.	Addition to the staff of Sub-Deputy Inspectors	10
25.	Inspection of schools by official and non-official members of District Boards	*ib.*

CHAPTER IV.—COLLEGIATE EDUCATION.

26.	Statistics of colleges	11
27.	The M. A. and D. Sc. examinations	*ib.*
28.	The B. A. and B. Sc. examinations	*ib.*
29.	The intermediate examination	11—12
30.	Extract from the Principal's report on Muir Central College ...	12—13
31.	Queen's College, Benares	13
32.	Canning College, Lucknow	14
33.	Agra College	*ib.*
34.	Muhammadan Anglo-Oriental College, Aligarh	15
35.	Meerut College	*ib.*
36.	Bareilly College	15—16
37.	Christ Church College, Cawnpore	16
38.	St. Andrew's College, Gorakhpur	*ib.*
39.	Kayasth Pathshala, Allahabad	*ib.*
40.	Central Hindu College, Benares	16—17
41.	Sanskrit College, Benares	17
42.	Anglo-Sanskrit Department	*ib.*
43.	Mulla examination	*ib.*
44.	Law Classes	17—18
45.	Medical School, Agra...	18

Chapter V.—SECONDARY EDUCATION.

Para.		Page.
46.	Number of schools and scholars	19
47.	Expenditure on secondary Anglo-vernacular schools	*ib.*
48.	Entrance examination	*ib.*
49.	The English Middle examination	20
50.	Scholarships in Anglo-vernalular schools	*ib.*
51.	Vernacular secondary schools for boys	*ib.*
52.	The middle vernacular examination	20—21
53.	School buildings	21
54.	Boarding-houses	*ib.*
55.	The system of superintendence carried out at the Muhammadan Anglo-Oriental School, Aligarh	21—22
56.	Conduct of students	22

Chapter VI.—PRIMARY EDUCATION.

57.	Number of schools and scholars	23
58.	Aided vernacular primary schools	*ib.*
59.	Expenditure on primary schools	*ib.*
60.	The Upper and Lower primary examinations	*ib.*
61.	School buildings	*ib.*

Chapter VII.—TRAINING SCHOOLS FOR TEACHERS.

62.	The Training College, Allahabad	24—25
63.	Normal Schools for male teachers	25—26
64.	Normal Schools for female teachers	26

Chapter VIII.—TECHNICAL EDUCATION.

65.	The Thomason Civil Engineering College, Roorkee	27
66.	Extracts from the Principal's report	27—28
67.	Industrial School, Lucknow	28—29
68.	Agricultural School, Cawnpore	29

Chapter IX.—FEMALE EDUCATION—NATIVE.

69.	Number of schools and scholars	30
70.	The Women's College, Lucknow...	*ib.*
71.	Statistics of the secondary schools for girls	*ib.*
72.	Statistics of primary vernacular schools for girls	*ib.*
73.	Aided schools for girls	*ib.*

Chapter X.—EDUCATION OF SPECIAL CLASSES.

74.	The enrolment of schools for Europeans and Eurasians	31
75	Expenditure on European schools	*ib.*
76.	Results of the European schools' examinations	*ib.*
77.	Training classes attached to the All Saints Diocesan School, Naini Tál,	31—32
78.	Number of Hindus and Muhammadans at school	33
79.	The Principal's report on the Colvin School for sons of taluqdárs ...	*ib.*
80.	The Reformatory school, Bareilly	*ib.*

Chapter XI.—PRIVATE INSTITUTIONS.

81.	Private institutions	34

Chapter XII.—PHYSICAL AND MORAL TRAINING.

82.	Physical and moral training in schools	35

Chapter XIII.—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

83.	Provincial Text-Book Committee	36
84.	Establishment of Book Depôts	*ib.*

GENERAL TABLES, Nos. I—VIII.

1.	Abstract of number of institutions and attendance	38
2.	Abstract of expenditure	39—40
3.	Details of institutions and attendance	41—43
3A.	Number of scholars on the 31st March 1901, classified according to sex, race or creed	44—45
4.	Details of expenditure	46—49
5.	Classification of scholars	50—51
6.	Results of examinations	52—53
7.	Distribution of local and municipal expenditure	54—57
8.	Return showing the attendance and expenditure in hostels for males and females	58

GENERAL TABLES, Nos. III to V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

PARA.		PAGE.
3.	Details of institutions and attendance	59
4.	Details of expenditure	60
5.	Classification of scholars	61

APPENDICES.

1.	The distribution of indirect expenditure	2A
2.	Percentages of children under instruction	3A
3.	Aided vernacular primary schools	4—5A
4.	Female education—Native	6A
5.	Anglo-vernacular schools and colleges	*ib.*
6.	Primary vernacular schools for girls	7A
7.	Aided vernacular primary schools for girls	*ib.*
8.	Unaided vernacular primary schools for girls	8A

ERRATA.

General Report on Public Instruction, North-Western Provinces and Oudh, for 1900-1901.

Page.	Detail.
ii (of Index).	Against para. 50 read *Anglo-vernacular* for *Anglo-vernalular*.
4	Heading of column 2 of the statement, read *of* for *ef*.
„	„ „ 4 „ „ read *scholars* for *scholars*.
„	Para. 12, line 9, read *beginning* for *begnining*.
5	Para. 13, against B. A. read *Candidates* for *Canditates*.
7	Para. 19, line 7, read *representative* for *representive*.
8	Para. 21, line 9, read *consequence* for *consequenee*.
12	In heading of the page read *Education* for *Eduation*.
16	Line 12, read *weather* for *whether*.
„	Para. 40, line 5, read *prevalence* for *prevalenee*.
17	Line 7, read *with* for *wtih*.
„	Line 9, read *develop* for *develope*.
22	Line 2, read *Morison* for *Morrison*.
24	Against "Others" in column 2 of the statement read "32" for "22".
„	In the last line of the statement read *Total passed* for *Total*.
27	Para. 66, line 8, read *anticipated* for *anticipatad*.
29	Para. 68, line 18, read *study* for *tsudy*.
39	General Table II, column 14, against Total read "81,852" for "18,852".
42	In the heading of the table read *the* for *th*.
47	Column 17, against Training Schools for Mistresses, read "2,072" for "2,72".
53	Against Middle School Examination—Boys.—read "664" in column 22, and omit the same figure from column 20.
3A	Appendix II, column 2, against Gorakhpur, read "3,272,232" for "3,227,232".
6A	Appendix V, heading of column 2, read *Year* for *Ycar*.

GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the year 1900-01.

CHAPTER I.

INTRODUCTORY.

1 THE most important event of the year has been the raising of the standard for Matriculation by the Senate of the University of Allahabad. The standard hitherto in force was that of the other Indian Universities, and this has remained unchanged since they were established. Although in some subjects the question papers may have become more difficult than those set 20 or 30 years ago, yet there has been no general advance in school education in India, despite the fact that Anglo-Vernacular schools in all provinces are now more strongly staffed than they used to be and are able to give further instruction in many elementary subjects hitherto included in the curriculum of University studies. The proximate cause of the change of standard was a rule recently made by the Senate to the effect that candidates under 16 years of age should not be admitted to the Entrance and the School Final Examinations. As an appreciable and increasing number of boys belonging to families in which English is spoken were being educated up to the old Entrance Standard before attaining the age of 16, it had become necessary to extend the High School curriculum in order to meet their wants. Moreover the Government was of opinion that the time had come when a higher standard of intellectual qualifications might be required from that large class of young men who aspire to join the public service on leaving school. And lastly it was felt to be desirable to associate the European schools in these Provinces more closely with the University, and to substitute for their final examination now conducted by the Department the Matriculation and School Final Examinations of the University. The change of standard has been approved of by the Local Government and steps are being taken to strengthen the staffs of the Anglo-Vernacular High Schools with additional teachers qualified to teach up to the new standard.

2. The important question of Industrial Education has also received attention from the Government during the year under review. A conference was held at Lucknow in the spring at which Sir E. Buck, K. C. S. I., was present, and the main lines on which Industrial Schools should be worked were discussed. A new Head Master from England was appointed to the Industrial School at Lucknow, and when he has acquired a better acquaintance with the industries of the Province, the school will be reorganised and will, it is to be hoped, enter upon a career of greater usefulness. Industrial Schools of different kinds have been for some years carried on by Missionary and other Societies in these Provinces. New rules under which these schools may be aided by the Government have been issued. Under these rules more attention will be given to the practical training of the pupils, and the success of a school and its claims to State aid will be determined to some extent by the prices fetched in the public markets by the work turned out.

3. The Training College for Teachers in Anglo-Vernacular Schools was removed during the course of the year from Lucknow to Allahabad, and is now located in commodious buildings adjoining the District High School, which serves as a practising school for the students. There is no doubt that the College will benefit greatly by the change.

Europeans and Eurasians are now admissible to the College, and a limited number of untrained masters from Anglo-Vernacular Schools may participate in the training given there without forfeiting their appointments.

4. Towards the close of the year the Reformatory School at Bareilly was placed under the charge of this Department. A Head Master was appointed who has shown much tact and energy in the discharge of his new and very responsible duties, and arrangements have been made to replace the old staff of jail officials by pensioned soldiers, who will act as warders, and teachers of experience and ability from District Boards' Vernacular Schools. The standard of instruction will be that of the Upper Primary Vernacular Schools, and the boys will also be educated in agriculture, carpentry, weaving and leather work. It is hoped that during the year the School may be removed to the Chunár Fort, which is being prepared for its occupation.

5. The Provincial Text Book Committee has been reorganised and constituted on a somewhat smaller scale under the orders of the Government of India. The new rule which allows the Director of Public Instruction some discretion with regard to the books to be submitted for the review of the Sub-Committees will materially lighten their work, as a good deal of the literature formerly reviewed was obviously of no value.

6. The Oudh system of Depôts for the supply of school books has during the year been introduced into several districts in these Provinces.

CHAPTER II.

GENERAL SUMMARY.

Classes of institutions.	1900-1901.			1899-1900.		
	Institutions.	Scholars on the 31st March.	Average number on the rolls.	Institutions.	Scholars on the 31st March.	Average number on the rolls.
Public institutions.						
University education—						
Arts colleges { For men ...	24	1,670	1,801	24	1,841	1,846
Arts colleges { For women ...	4	27	30	3	27	25
Professional colleges ...	10	728	704	10	750	695
School education, general.—						
Secondary schools for boys { English ...	200	27,365	27,785	184	25,163	25,444
Secondary schools for boys { Vernacular,	302	39,381	37,564	297	36,918	34,424
Ditto for girls { English ...	42	3,455	3,482	39	3,151	3,240
Ditto for girls { Vernacular,	2	69	59	2	63	62
Primary schools for boys ...	6,651	264,833	252,178	6,736	261,086	238,147
Ditto for girls ...	331	11,563	11,137	339	11,421	10,728
School education, special.—						
Training schools for masters,	4	445	442	4	386	388
Ditto for mistresses,	2	103	107	2	109	99
Other special schools for boys,	47	2,885	2,534	50	2,942	2,669
Ditto for girls,	1	54	53	1	57	60
Total public institutions ...	7,620	352,578	337,876	7,691	343,914	317,827
Private institutions.						
Advanced schools teaching.—						
Arabic or Persian (for boys),	875	12,075		913	13,630	
Ditto (for girls),	1	17		...	...	
Sanskrit (for boys) ...	349	6,026		325	5,154	
Ditto (for girls) ...	3	70		2	78	
Elementary schools teaching.—						
A vernacular only or mainly { For boys ...	3,387	43,999		3,368	45,433	
A vernacular only or mainly { For girls ...	99	1,983		62	1,290	
The Quran ... { For boys ...	1,434	15,549	Not available.	1,439	15,264	Not available.
The Quran ... { For girls ...	152	1,202		162	1,004	
Other schools not conforming to departmental standards ...	...	...		...	...	
Total private institutions ...	6,300	80,921		6,271	81,853	
GRAND TOTAL ...	13,920	433,499		13,962	425,767	

7. The total number of persons receiving instruction in Colleges and Schools from which returns have been received on the 31st of March of the present year was 433,499 as against 425,767 on the 31st of March last year. During the year the number of institutions sending up returns decreased by 42. By far the larger number of public schools for boys are Primary Vernacular Schools, and the number of English and Vernacular Primary schools has fallen from 6,736 to 6,651. Some newly opened schools proved to be useless or inefficient, while others had to be closed for want of funds. The enrolment of the schools has however increased by over 14,000 pupils. In the same way a few primary schools for girls had to be closed as they had become inefficient, but this has not prevented an increase in the enrolment. Thus the demand for Primary Vernacular education continues to spread, though unfortunately it does not seem possible to supply schools qualified to meet it.

The statistics for public institutions exhibit the real progress of education, as those received from private schools are in some cases untrust-

worthy. The race and religion of scholars and the proportion of each class to the total number are shown in the following table :—

Race and religion.	1900-01.		1899-1900.	
	Number of scholars on the rolls on 31st March.	Proportion to total number.	Number of scholars on the rolls on 31st March.	Proportion to total number.
Hindus	332,475	76·69	324,579	76·23
Muhammadans	89,944	20·75	89,666	21·06
Europeans and Eurasians ...	4,243	·98	4,029	·95
Native Christians	6,713	1·55	7,227	1·70
Miscellaneous races or religions ...	124	·03	266	·06
Total ...	4,33,499	100·00	425,767	100·00

8. A census of the population of these provinces was taken in the spring of the present year. The percentage of children of school going age reported as being at schools on the 31st of March was boys 11·2 girls ·6, total 6·1. In all the divisions of the province there has been an increase of scholars with the exception of Rohilkhand and Kumaun, which show a falling off. In the Lucknow, Allahabad, Benares and Gorakhpur Divisions, the percentage of children under instruction has improved; in the Rohilkhand, Meerut and Kumaun Divisions it has retrograded; while in the Fyzabad Division it has remained stationary. On the whole, the percentage of the province remains almost the same as last year.

9. The percentage of boys in the secondary stage of instruction has increased, in all the Divisions except Agra and Fyzabad. Agra shows a slight decrease, although the number of boys in the secondary stage has increased, and the figure for Fyzabad is the same as last year. On the whole, the percentage for the province has improved from .53 to .58.

10. The percentage of boys in the primary stages has fallen in the Rohilkhand, Meerut and Kumaun Divisions and is almost stationary in the Agra Division. The other Divisions have improved; the improvement in the Benares Division being most marked.

11. The percentage of girls of school going age recorded as being under instruction in public institutions is nearly the same as last year. In the Allahabad and Meerut Divisions there has been no change; the Agra, Fyzabad and Rohilkhand Divisions show a falling off, while the other Divisions have more or less improved.

12. The total expenditure on public institutions has risen from Rs. 45,05,148 to Rs, 45,55,253 during the year under report. The direct expenditure alone, which amounted to Rs. 30,03,271 last year, has risen to Rs. 31,85,479 this year. The increase is shared by all kinds of institutions. The expenditure from provincial revenues on colleges has increased from Rs. 3,42,300 to Rs. 4,11,983. The returns of the Thomason College, Roorkee, show an increase of Rs. 44,485. There is an increase of about Rs. 10,000 in the expenditure of theMuir Central College, Allahabad, due to Mr. Cox's return from furlough at the begnining of the year, as well as to the annual increments allowed to European Professors. The Training College, Allahabad, with an expenditure of Rs. 16,373, has this year been returned among Colleges, having been shown in the previous year under special schools. There has been a slight decrease in the expenditure from provincial revenues on schools general, but the expenditure from the same source on schools special has increased from Rs. 42,747 to Rs. 60,337. The increase is due chiefly to the inclusion of the charges of the Reformatory School, Bareilly, which was placed under the control

of this Department during the year under review. There has also been some increase in the expenditure on the Industrial School, Lucknow, due to the raising of the head master's pay. The increase of about Rs. 19,200 in the expenditure from Local Funds on schools general is due to the raising of the pay of vernacular school teachers and to the earning of higher grants by the aided schools. The fall in expenditure from the same source on schools special is due to the removal of the item of expenditure on the Training College, Allahabad, from this head to that of provincial revenues under colleges. The items of expenditure from Municipal Funds for the two years vary but slightly and call for no comments. Under the head indirect expenditure the expenditure on Direction has decreased from Rs. 50,704 to Rs. 43,555. The explanation of the extraordinary increase during 1899-00 was given in paragraph 13 of my last year's report. The expenditure from provincial revenues on inspection has decreased by about Rs. 8,000, an explanation of which will be found in the fact that considerable savings were effected from the pay of the Inspector of Schools, 4th Circle, owing to the deputation of the permanent Inspector as Inspector of European Schools and the appointment of subordinate officer in his place. But there has been an increase in the expenditure from Local Funds due to the strengthening of the subordinate inspecting staff. The expenditure on scholarships from provincial and Local Funds exceeds last year's figures by about Rs. 3,000. The expenditure from provincial revenues on buildings shows a considerable falling off—Rs. 46,356. the Training College at Allahabad having been completed in the early part of the year. The large increase of Rs. 31,138 in the expenditure from provincial revenues on apparatus is due to the purchase of apparatus and furniture for the Muir and Training Colleges, Allahabad. There has been a small increase in the expenditure from Local Funds under heads Miscellaneous and Boarding Houses. It is due to the fact that a part of the expenditure on Boarding Houses was until last year shown under direct expenditure.

13. The following table gives the results of the public examinations, and it will be noted that in the case of all the more numerously attended examinations except the English Middle there has been an increase both in the number of candidates and in the number of passes. The last three examinations on the list indicate substantial and most satisfactory progress in vernacular education. The School Final examination continues to attract an increasing number of candidates, and this indicates that a larger number of boys are taking up the study of Science in schools. In the new scheme for Matriculation Science has a recognised place, and the School Final will become an examination which it is hoped will be suitable for boys and girls who do not propose to continue their studies in connection with the University.

		1900-01.	1899-1900.
M. A. and D. Sc. ...	Candidates ...	36	37
	Passed ...	28	27
B. A.	Canditates ...	275	227
	Passed ...	160	120
B. Sc.	Candidates ...	4	7
	Passed ...	2	5
Intermediate Examination,	Candidates ...	526	472
	Passed ...	197	143
Entrance Examination ...	Candidates ...	1,339	1,295
	Passed ...	513	414
School Final ...	Candidates ...	343	301
	Passed ...	177	165
English Middle ...	Candidates ...	2,548	2,701
	Passed ...	989	960
Vernacular Middle ...	Candidates ...	3,335	2,776
	Passed ...	2,402	1,830
Upper Primary ...	Candidates ...	15,403	11,209
	Passed ...	10,499	7,948
Lower " ditto ...	Candidates ...	31,337	25,958
	Passed ...	24,409	20,376

14. The most unfortunate feature of the year has been the outbreak of bubonic plague in the Benares Division, With regard to its effects on the Schools the Inspector of the 3rd Circle writes as follows :—

"Already the effects of the outbreak of plague are beginning to show themselves on education in the towns of the affected districts. The enrolment of some of the schools in Benares has fallen very low and the fee income has so greatly decreased that managers are at their wits' ends to find means to pay the salaries of their teachers. In face of this it is a matter for congratulation that the total number under instruction shows even a small increase. But for this misfortune it would have been possible to point to satisfactory progress in numbers and efficiency in the circle. Tuitionally, at any rate, I am of opinion that both English and vernacular schools have made some improvement."

15. The Inspectors do not report more favourably than in former years on the interest taken in education by the members of the District and Municipal Boards. The Inspector of the Oudh Circle states that the Chairmen of District Boards often take a keen interest in the education of the district, but the non-official members hardly do anything to show their desire for the furtherance of education. The private interests of individual members are allowed to come in the way of honest performance of public duty, and recommendations made by Departmental officers are sometimes thrown out, for the simple reason that they clash with the personal predilections of certain members. The Inspector of the 4th Circle writes to the same effect, but adds that the non-official members of the Meerut District Board and Lala Basdeo Sahai, Rai Bahádur, Raís of Sikandra Rao, zila Aligarh, are an exception to the rule. The Inspector of the 3rd circle gives it as his opinion that the non-official members of District Boards are only interested in matters of patronage.

"During the year, with scarcely an exception, they never go inside a school; but when the annual educational proposals for the district come before the Board, they are not ashamed to express their opinions freely regarding the work of the teachers. They are the constituted champions of the teachers against the Education Department, and they regularly exert all the influence they can to protect them from well-merited punishment."

16. In the case of Municipal Boards there is a general tendency to favour Secondary Anglo-Vernacular Education at the expense of Primary Education. They insist upon maintaining Anglo-Vernacular Schools for the convenient and cheap education of their own sons and of those of their friends. The Lucknow Municipal Board spends much money in keeping up three Anglo-Vernacular Lower Middle Schools that cannot be said to supply any distinct want.

The schools managed by these Boards are in very few cases efficient. The advice of Educational Officers is generally ignored, and, notwithstanding their protests, incompetent teachers are retained merely because they happen to be friends or relatives of influential Commissioners.

17. In marked contrast with the action of the above mentioned Boards is that of Missionary and Educational Societies who have no official position but who are contributing in a very real degree to the progress of Education. As the result of their energetic and judicious efforts it sometimes happens that the best schools in a district are not always the Government schools, but the larger aided schools. They are better staffed and better equipped for teaching, and if money can be found, the managers are generally ready to spend it ungrudgingly on improvements. They have however one great advantage over the Department, in that they can dispense with inefficient teachers without difficulty; and the teachers know this and work better in consequence. Inspectors seldom find any difficulty in persuading them to get rid of useless teachers and appoint better qualified ones in their places.

18. The Inspector of the 4th Circle mentions acts of educational benevolence on the part of societies and individuals which deserve to be recorded. He states that the Vaish Sabha of Meerut has started an orphanage for the children of their caste at Meerut. Lala Gulab Rai,

Raís of Bareilly, has established and endowed a Sanskrit School in his native town, and Lala Lalta Prasad, Rai Bahádur, Raís of Pilibhít, has founded an Anglo-Sanskrit Institution at Pilibhít. I visited the Meerut Orphanage during the course of my cold weather tour and found that among other things the children were encouraged to make cheap toys which had a ready sale in the bazár.

19. The industrial capital of the province is Cawnpore, and the important question of a suitable education for the artisans of that place is receiving attention from the European members of the mercantile community. The broad lines on which the education of Indian workmen should be carried out have not yet been definitely settled, although the question was discussed at a conference at Lucknow in February at which Sir E. Buck was present as representive of the Government of India. Up to the present time the system followed in these provinces has been to impart a little manual training in addition to general education in English and the Vernacular up to the Middle Standard if possible. The system has not been a success. The workmen turned out were no better than the ordinary bazár *mistris*, and the more intelligent of them quickly dropped any manual dexterity in the use of tools which might have been acquired and endeavoured to continue their education in English. It has now been ruled by the Government that this system must be abandoned in Industrial Schools for native boys; that training workmen in certain industries must be the sole object of the school, and must be carried on under the direction of instructors who are themselves artisans. At the same time the instruction of the boys in such subjects as Arithmetic, Drawing, &c., in what are called continuation schools at times when their industrial education is not being carried on, will be encouraged. The value of the industrial training given and its claims to State aid will be largely determined by the value set upon the work turned out by the purchasing public. Some of the best industrial schools maintained by missionary societies are adapting themselves to these new conditions and continuation schools have been opened at Cawnpore. But it will be many years before the Indian employer of labour in these provinces realises that his workmen have anything to learn by going to school, and even in large towns the possibility of fostering and developing local industries by local educational effort seems very far distant. There appears to me to be more hope of something being effected in this direction in connection with the great industry of the province, *viz.*, agriculture, by means of the contemplated agricultural College at Cawnpore. At this college research work will, it may be assumed, be carried on in a way which is sure to attract the interest of the more intelligent young men of the land-owning classes, and the result ought to be permanent improvement in at least some branches of agriculture.

20. Another matter of far greater moment and encompassed it would seem with greater difficulties is the development of the moral and spiritual faculties of our students. We are agreed that before anything can be done in this direction they must be suitably lodged and should enjoy opportunities for appropriate physical recreation. As to the character and scope of the influences which should be brought to bear upon them when they are not at work there is probably some difference of opinion. The question will almost certainly receive the very careful attention of the University when the new scheme of examinations has been disposed of. In the meantime Mr. Morison has been good enough to send me an account of his efforts to solve the problem in connection with his school at Aligarh, which will be found in Chapter V of this report. The managers of the Central Hindu College, Benares, are equally anxious to shape aright the characters of their students, nor is the Christian ideal ever altogether lost sight of in missionary schools and colleges. But this excellent work has been going on for some years, and though the results achieved may seem incommensurate with the energy expended, this fact will not be held to justify any relaxation of effort, nor in my opinion is

there any fear of such relaxation. On the contrary, the conviction that no system of education is worthy of the name which does not put this matter in the foremost place is every year gaining new adherents.

21. Although the returns show a larger number of girls at school, it cannot be said that female education is making any substantial progress. Prejudice and the pardah system are the great obstacles, and, except in large towns, are indeed insurmountable. They make it as difficult to secure school-mistresses as scholars; for an impression exists, except among the enlightened few, that such a calling cannot be pursued by a modest woman. The Christian community and the Bengalis of Allahabad are influenced by no such prejudice, and in consequenee female education is making some headway among them. In several districts the villagers seem to be showing less reluctance to allow their little girls to attend boys' schools. But only in very rare instances does a girl ever get beyond the lower primary stage. Another hopeful sign as regards the future is that the demand for teachers is more urgent than ever. The Inspectress, Miss D'Abreu, in addition to her other duties, trains as teachers some of the girls who pass the Vernacular Middle Examination from the Municipal School, Lucknow. During the year under report she sent two teachers on very fair salaries to the Inspector-General of Education, Gwalior State, and both of them are reported to be doing good work; she also supplied a teacher to a gentleman in Kheri to teach his daughter. But she was unable to meet the requirements of the Deputy Inspectors for teachers in District Boards' girls' schools. Owing to the difficulty in obtaining properly qualified teachers the position of many schools which are appreciated by the people and are doing useful work is most precarious. Missionary Societies can give no help, as they require all the women who come to them to be trained, for work in their own schools. It has been suggested that in towns where there are Hindu widows' homes, steps should be taken at once to educate the inmates and train the more intelligent to be teachers in schools or governesses in private families. There is such a home at Allahabad, and the question of connecting it with the Crosthwaite Girls' School is being discussed. It is to be hoped, in the interests of female education, that the experiment will be allowed a trial.

CHAPTER III.

CHANGES IN CONTROLLING AGENCIES.

22. MR. T. C. LEWIS, Director of Public Instruction, having obtained extension of furlough, the officiating arrangements made in February 1900 continued during the year, *viz.* I officiated as Director of Public Instruction for Mr. Lewis, Mr. Crosse for me as Inspector of the Fifth Circle and of European Schools ; and Mr. Bacon for Mr. Crosse as Inspector of the Second Circle. In November 1900 Mr. Crosse went on deputation to the Panjáb, and Mr. Budden, returning from furlough at the time, was posted to Naini Tál in his place, Pandit Gaindan Lal continuing to hold the officiating charge of the Fourth Circle. In the same month Mr. Bacon, reverted to his substantive appointment in the Benares Collegiate School, and Mr. G. N. Chakravarti, Head Master of the Fyzabad District School, was appointed to officiate as Inspector of the Second Circle. The following transfers among Assistant Inspectors took place in August 1900, on the retirement of Munshi Piare Lal, Assistant Inspector of Schools, Fyzabad:—M. Ibad-Ullah from Rohilkhand to Fyzabad, Pandit Iqbal Kishen from Meerut to Rohilkhand, and Munshi Mewa Ram from Agra to Meerut. Pandit Kali Datt Dube, M. A., Second Master of the District School, Bareilly, was appointed Assistant Inspector of Schools *vice* Munshi Piare Lal and was posted to the Agra Division in place of Munshi Mewa Ram, transferred.

The following changes have occurred in the tuitional staff of the Muir and Queen's Colleges at Allahabad and Benares.

Mr. Murray, Professor of Physical Science, Muir College, Allahabad, went on nine months' furlough in February 1901, and Mr. Cox, Professor of Mathematics of the same College, was appointed to act for him, Babu Umesh Chandra Ghose, Assistant Professor of Mathematics, taking up Mr. Cox's work. Babu Umesh Chandra Ghose was succeeded by Babu Kumuda Bihari Mitra. Mr. Linton, Assistant Professor of English, who was on medical leave, retired, and was succeeded by Mr. R. N. Dey, M. A., formerly Head Master of the District School at Muttra.

In consequence of the appointment of Mr. G. N. Chakravarti as Officiating Inspector of Second Circle, Mr. M. N. Datt, Professor of Mathematics, Queen's College, Benares, was appointed Officiating Head Master, District School, Fyzabad, and Mahamahopadhyaya Pandit Sudhakara Dwivedi succeeded Mr. Datt as Officiating Professor of Mathematics.

23. *Tours of Inspecting Officers.*—The number of days spent on tour in each district by the Circle and Assistant Inspectors of Schools is shown below :—

Inspector, First Circle.—Agra, 31 days ; Muttra, 14 days ; Etah, 15 days ; Etáwah, 13 days ; Farrukhabad, 13 days ; Mainpuri, 14 days ; Jhánsi, 14 days ; Jalaun, 14 days ; Lalitpur, 6 days ; Bánda, 8 days ; total, 142 days.

Inspector, Second Circle.—Lucknow, 8 days ; Bara Banki, 12 days ; Bahraich, 18 days ; Gonda, 10 days ; Fyzabad, 26 days ; Sultánpur, 19 days ; Partábgarh, 14 days ; Rae Bareli, 12 days ; Unao, 15 days ; Hardoi, 17 days ; Sítapur, 19 days ; Kheri, 10 days : total, 180 days.

Inspector, Third Circle.—Cawnpore, 20 days ; Fatehpur, 14 days ; Allahabad, 20 days ; Jaunpur, 10 days ; Mirzapur, 9 days ; Gorakhpur, 12 days ; Basti, 2 days ; Azamgarh, 7 days ; Benares, 38 days ; Gházipur, 7 days ; Ballia, 2 days : total, 141 days.

Inspector, Fourth Circle.—Bijnor, 5 days ; Moradabad, 10 days ; Budaun, 8 days ; Bareilly, 31 days ; Sháhjahánpur, 9 days ; Pilibhít, 10 days ; Dehra Dún, 31 days ; Saháranpur, 18 days ; Muzaffarnagar, 16 days ; Meerut, 35 days ; Bulandshahr, 10 days ; Aligarh, 15 days : total, 198 days.

Inspector, Fifth Circle.—Almora, 27 days ; Naini Tál, 6 days ; Garhwál, 10 days ; European Schools, 105 days : total, 148 days.

Assistant Inspector, Agra Division.—Agra, 37 days ; Etah, 23 days ; Muttra, 33 days ; Etáwah, 37 days ; Farrukhabad, 31 days ; Mainpuri 18 days ; Hamírpur 7 days : total, 186 days.

Assistant Inspector, Bundelkhand Division.—Jhánsi, 32 days ; Jalaun, 36 days ; Lalitpur, 19 days ; Bánda, 21 days ; Hamírpur, 26 days ; Karwi, 26 days : total, 160 days.

Assistant Inspector, Lucknow Division.—Lucknow, 37 days ; Rae Bareli, 32 days ; Unao, 37 days ; Sítapur, 26 days ; Hardoi, 33 days ; Kheri, 40 days : total, 205 days.

Assistant Inspector, Fyzabad Division.—Bara Banki, 35 days ; Fyzabad, 40 days ; Gonda, 26 days ; Bahraich, 12 days ; Sultánpur, 21 days ; Partábgarh, 30 days : total, 164 days.

Assistant Inspector, Allahabad Division.—Cawnpore, 45 days ; Fatehpur, 31 days ; Allahabad, 21 days ; Jaunpur, 30 days ; Mirzapur, 27 days : total, 154 days.

Assistant Inspector, Benares Division.—Azamgarh, 19 days ; Basti, 10 days ; Ballia, 11 days ; Benares, 18 days ; Gházipur, 26 days ; Gorakhpur, 23 days : total, 107 days.

Assistant Inspector, Rohilkhand Division.—Bijnor, 38 days ; Moradabad, 33 days ; Budaun, 41 days ; Bareilly, 33 days ; Sháhjahánpur, 17 days ; Pilibhít, 33 days : total, 195 days.

Assistant Inspector, Meerut Division.—Dehra Dún, 39 days ; Saháranpur, 31 days ; Muzaffarnagar, 29 days ; Meerut, 21 days ; Bulandshahr, 50 days ; Aligarh, 46 days ; Tehri, 12 days : total, 228 days.

24. Additional Sub-Deputy Inspectors were sanctioned by Government during the year 1900-1901 for the following districts :—

1. Partábgarh.
2. Fyzabad.
3. Kheri.
4. Jalaun.
5. Bahraich.
6. Gonda.
7. Azamgarh.
8. Basti.
9. Aligarh.
10. Benares.
11. Hamírpur.
12. Gorakhpur.
13. Etáwah.
14. Cawnpore.
15. Allahabad.
16. Meerut.
17. Agra.
18. Bulandshahr
19. Gházipur.

25. In the First Circle the official and non-official members of the District Boards are taking increased interest in paying visits to the Vernacular Schools. Agra district again stands first ; Farrukhabad and Jalaun, whose Boards were reported last year to take very little interest in their schools, occupy this year the second and the third places respectively. In the Second Circle the Chairmen of District Boards are beginning to take a keen interest in education, some of them have also visited the District Anglo-Vernacular Schools. Some of the Deputy Collectors have also inspected more than 30 schools ; but the members of Local and District Boards are not taking so much interest as they should do. In the Third Circle, inspections were made by official and non-official members of the District Boards, but in comparison with the First and Second Circles very little work is done. In the Fourth Circle a considerable improvement has been made. In the Budaun district, 334 visits were made by the Revenue officers and members of the District Board, and in Meerut 280. Very little has been done in Dehra Dún, Pilibhít, Bijnor and Aligarh. Not a single visit was made by the Chairman in the Aligarh district. In the Fifth Circle the Chairmen of the District Boards of Almora and Garhwàl have shown much interest in the progress of their schools.

CHAPTER IV.

COLLEGIATE EDUCATION.

26. THE number of State and aided colleges remained the same as last year, namely, three and seven respectively. College classes have however been opened at the Woodstock Girls' School, Landaur, and this has increased the number of unaided colleges from 13 to 14. The number of scholars on the rolls on the 31st of March 1901 was 1,248, being less by 182 than the number on the same date of last year. The decrease is partly due to the outbreak of bubonic plague in the Benares Division. At the Queen's College, Benares, there had been a falling off in the enrolment of 45 and at the Central Hindu College of 15 scholars, but it is satisfactory to be able to report that, with the disappearance of the plague at Benares, these losses have been almost made good. All the aided colleges, with the exception of Christ Church, Cawnpore, show a decrease in their enrolment; but the figures are small, except in the case of the Aligarh, Meerut and Bareilly colleges. The decrease at Bareilly is not explained in the Principal's report and may perhaps be only temporary. Among the unaided colleges, the Kayastha Pathshala, Allahabad, shows an increase in the number of students.

27. *M. A. and D. Sc. examinations.*—Thirty-two candidates were presented for these examinations, as against 34 last year, of whom 25 passed. The number of candidates who took up English rose from 17 to 21. There were no candidates in Sanskrit, Arabic, History and Philosophy, and only one presented himself for examination in Chemistry. On the other hand, the number of candidates offering Mathematics rose from 2 to 7 and of these 6 passed. It can hardly be considered satisfactory that there should have been no candidates for the Master's degree in Oriental classics and that the study of Chemistry should show such a conspicuous decline. Of the 32 candidates, 14 came from the Muir College, of whom all but one passed. Agra College and the Canning College were each represented by six candidates of whom four passed.

28. *B. A. and B. Sc. examinations.*—The number of candidates at the B. A. and the B. Sc. examinations rose from 226 to 264 and the number of passes from 122 to 159; but only four of the candidates aspired to the B. Sc. degree, and of these two were successful. The Muir Central College, Allahabad, sent up a large class of 66 candidates, of whom two-thirds passed. The Muhammadan Anglo-Oriental College, Aligarh, and the Canning College, Lucknow, sent up classes of over 32 candidates, and the former college maintained its reputation for good teaching in connection with this examination. The success of the Bareilly College, which passed 12 out of a class of 16, is also deserving of mention. The subject in which the largest number of failures occurred was, as is always the case, English, and there were also a good many failures in Mathematics. No less than 53 of the candidates failed to obtain the aggregate number of marks required to pass the examination.

29. *Intermediate examination*—The number of candidates from these Provinces rose from 472 to 526. Of these 197 only succeeded in passing the examination, a result which must be considered very unsatisfactory, although it is slightly better than that of last year. The Canning College, Lucknow, again sent up a large class of 75 candidates, of whom 26 passed. The Muhammadan Anglo-Oriental College, Aligarh, and the Agra College each sent up classes of 61 candidates, the former passing 18 and the latter 24. These figures seem to me to confirm the statement which we frequently hear made that the Professors of Arts Colleges are overburdened with work in the intermediate classes and are in consequence unable to do justice to their pupils. The raising of the standard for matriculation ought to have the effect of giving these gentlemen some relief. It is to be feared that under the present system many boys come up from schools not sufficiently educated to derive benefit from college lectures. The extension of school education should have the

effect of providing the professors of Colleges with better prepared and more intelligent pupils.

The statement supplied from the Registrar's office shows that nearly half the candidates failed in English and more than half in the aggregate. There were also a considerable number of failures in Mathematics, Deductive Logic, History and Physics; on the other hand, very few of the candidates who took up a classical language failed to pass in that subject.

30. More detailed information with regard to the colleges is given in the following notices and extracts from the Principals' reports :—

Muir Central College, Allahabad.—The Principal writes as follows :—

"The number of students on the rolls on the 31st March 1901 was 215 against 185 on the corresponding date of the previous year. The number has slightly increased in the course of April, and some further new admissions may be expected in July. The increase above last year appears to be partly due to the outbreak of plague at Benares, which has rendered students from the eastern districts of these Provinces disinclined to join at present the Benares College.

The new Science class rooms and Laboratories are rapidly approaching completion, and the chemistry building, at any rate, is expected to be ready for occupation on the re-opening of the college in July. The new buildings will probably afford ample space for accommodating the science classes for years to come; unless a large increase should be made to the teaching staff.

On the workshop I have received a short report from Mr. Murray's assistant. He states that the workshop has had constant occupation during the year and that the instruments turned out are in no way inferior to those of European manufacture. Its chief occupation at present is to supply those physical instruments which are more immediately required for teaching purposes, in sets of dozens: half of this task has been completed. Babu Debendra Nath Pal estimates the saving effected by having the instruments made in the workshop, instead of purchasing them from England, at about 900 rupees.

The plan conceived and promoted by certain Hindu gentlemen of position to provide a good boarding-house for the Hindu students of the Muir Central College has in the course of last year taken a more definite shape. A considerable amount of money has been subscribed, and we may now hope that the construction of the building will be taken in hand before long. It, however, is to be regretted that it appears impossible to find a fully suitable site for the boarding-house. In order to be fully suitable the site should of course be unexceptionable on sanitary grounds, close to the college, and generally in a desirable neighbourhood, and large enough to afford ample room not only for the dwelling houses and recreation grounds of the boarders but also for the quarters of a superintendent. If houses for the Principal and one or several of the Professors could be provided close by, it would be all the better. But I am afraid that owing to the peculiar character of the surroundings of the Muir Central College no boarding-house can possibly be erected which does not, in more than one point, fail to come up to these requirements.

A hostel for students of all denominations, reading in any of the colleges or higher schools of Allahabad, was opened by the Church Missionary Society at the beginning of the session. Twelve students of the Muir Central College at present reside at that hostel. The accommodation given them is good, the charges are very moderate, and the superintendence, which is undertaken by two missionary gentlemen residing on the premises, is of course excellent. But for obvious reasons a considerable section of our students are somewhat reluctant to avail themselves of the advantages, undeniable in many respects, of this excellent institution, and hence the establishment of a suitable general Hindu boarding-house remains an urgent want. The gentlemen who are the chief promoters of the erection of a large Hindu boarding-house have towards the end of last term made a temporary provision for outside Hindu students unable to find room in the present Hindu boarding-houses, hiring for that purpose some houses in the Colonelganj bazár. More suitable quarters will, I understand, be provided by them from the beginning of next term. Such accommodation is of course greatly superior to the plan of students living by themselves in scattered houses all through the bazár: there remains, however, the difficulty of anything like effective superintendence. Towards the end of last term there were, apart from the Church Missionary Hostel, four small Hindu boarding-houses, none of them having a superintendent able to devote a sufficient amount of time and care to supervision. The Principal of the College—who at the same time is a particularly hard worked Professor—cannot of course personally undertake that

constant checking, correcting and looking into economic details which the management of boarding-houses requires.

No steps have so far been taken by the committee of the Muhammadan boarding-house to complete the boarding-house by the addition of a new wing. All the other parts of the building are finished and in good order, and there are no empty rooms: several applicants in fact had to be refused. There now is a good dining hall, a reading room and a room for prayers. The Superintendent reports that "there was a good attendance at pravers during the month of Ramzan; but in the other months the boarders did not offer their prayers regularly and the attendance was rather poor."

Discipline has, I regret to say, always been the weak point of the Muhammadan boarding-house. The Superintendent is a highly conscientious and painstaking person; he, however, can give only a part of his time to the supervision of the boarding-house, and there are no suitable quarters for him on the premises. My experience is that Muhammadan young men are, on the whole, considerably more difficult to manage than Hindus; and there are further reasons connected with the special arrangements of life in a Muhammadan boarding-house which give rise to friction. The practice of meals being taken in common necessitates the enforcement of punctual habits which are irksome to many, and the quality and quantity of the food supplied not unnaturally give rise to occasional criticisms and discontent. The difficulty here is a real one, as the boarders pay a fixed amount for their table, while the prices of the necessaries of life are fluctuating, and, as a matter of fact, famine prices have prevailed at Allahabad during the last year. Another circumstance, which occasionally acts in a way somewhat prejudicial to the prompt enforcement of discipline in the boarding-house, is that the authority over the institution is somewhat divided. There is a committee of Muhammadan gentlemen and there is the Principal of the College; and although the rules of the institution theoretically provide for a harmonious co-operation of these factors, certain difficulties have manifested themselves in practice. On the whole, however, there has been an improvement in the conduct and tone of the boarders. The Superintendent, at any rate, makes the cheering statement that "while discipline was never so bad as at the beginning of the period under report, it was never so good as at the end of that period."

The Principal also gives in his report some interesting remarks on the study of Science, and points out that Science candidates are at a disadvantage compared with others who present themselves for the competitive examination for Deputy Collectorships. He also refers to the necessity of extending the course for the B. Sc. degree by the inclusion of such subjects as Biology, Physiology, Botany, &c., as alternatives. Should the course of study at Arts Colleges from Matriculation to the degree be reduced from four years to three years as has been proposed, it may be possible to provide for instruction in one or more of these subjects at less cost to Government than would now be possible.

31. *Queen's College, Benares.*—The number on the college rolls on 31st March 1901 was 61 as against 106 on the same date of the preceding year. This great and sudden fall was very largely due to the severe outbreak of Bubonic Plague in the city and its suburbs during February and March. As was to be expected, the number of those newly seeking admission to Queen's College in March last was small, 18 in all. But college lectures were delivered as usual to the classes thus attenuated. The majority of the men who left during this very trying time migrated to colleges in other towns so as to ensure keeping the "percentage of attendance" required by the University for the various examinations. But it is not unlikely that some of them will avail themselves of the inter-collegiate rules to return to the college after the present summer vacation when the plague, it is to be hoped, will have disappeared from Benares.

As regards the examinations in Arts, the results at the B. A. examination were good; but the Intermediate examination proved a stumbling-block to two out of every three of the candidates. The pass standard is said to have been unusually severe in Physics, Chemistry and Advanced Mathematics. The Law Department was once more and for the last time a conspicuous failure from the point of view of public examinations. It will cease to exist from 1st November 1901.

32. *Canning College, Lucknow.*—There has been a slight falling off in the enrolment of this college, which is said to be due to the increased severity of the preceding Entrance and Intermediate Examinations. The numbers in the junior classes are still very large, and once more a Professor has been attempting the hopeless task of trying to teach English composition to a class of 80 students. It is not surprising that under these circumstances the college should show a large number of Intermediate failures. The Principal attributes this to the leniency of the Entrance examiners. "Six of our failures" he writes "should never have been allowed to pass the Entrance examination." Then they certainly ought not to have been promoted from the first to the second year class of the Canning College. Principals of Colleges can always correct undue leniency on the part of Entrance examiners by refusing promotion at the end of their first year to students who are not considered qualified for it. The real reason why so many candidates fail at the Intermediate examination is that college lecturers are obliged to undertake work which, owing to the size of the classes, they are not competent to perform. A good deal of this work will now be relegated to the schools, where it will be much better done.

The study of Science does not appear to be popular at the Canning College, although Professor Ramsay has left it on record that at Lucknow alone has he seen any sign of imbuing students with an idea of and a desire to carry out research. Mr. Ward, the Professor, urges that gas apparatus is much wanted for experiments and that good modern books of reference are needed for the library. The Principal, however, appears to deprecate further expenditure on the ground that so few students take up Science. Yet he admits that the want of gas apparatus places them at a disadvantage compared with the students of other colleges. He would prefer that examiners should take note of the disabilities under which his students labour in this respect. I am afraid that there is no chance of the examiners doing so. Another passage in the report throws some light on the Principal's attitude towards the study of Science, and may explain why so few of the senior students take up this subject. At Canning College as elsewhere several students read Science up to the Intermediate and then abandon it for History or any other literary subject which can be most easily crammed for the Degree examination. It is this kind of thing which lays our students open to the reproach of shallowness and superficiality, and it has been proposed that young men should be required at Matriculation to make up their minds as to whether they intend to read for an Arts or a Science Degree, and that the Intermediate should be an examination strictly preliminary to the Degree. Mr. White condemns this proposal, (which he chooses to characterise as an ingenious attempt to drive the flock into a particular fold, but which was obviously intended to give more thoroughness to University studies) on the ground that it amounts to forcing a raw school boy when he joins the preparatory Entrance class to decide for or against Science, concerning which at that time he knows absolutely nothing. If before making this sweeping statement Mr. White had taken the trouble to look into a school curriculum, he would have found that the teaching of Science in schools is begun five years before the Entrance examination. Thus a boy's teachers have ample time during this interval to determine whether his bent is towards literature or towards Science.

33. *Agra College.*—This college was fairly successful in all the University examinations in Arts except the Intermediate and the School Final, and the small number of candidates who offered Science for the higher examinations especially distinguished themselves. In the Law examinations there were many failures. The Principal is dissatisfied with the state of the school attached to the college and considers that a thorough revision of the staff is necessary. He also calls attention to the state of the college building, which on account of its age calls for a large expenditure on repairs annually. New and more suitable boarding-houses are also said to be required.

34. *Muhammadan Anglo-Oriental College, Aligarh.*—The Principal writes :—

"It is satisfactory to record that one at least of our students who read for the M. A. course presented himself at the examination; we have had for several consecutive years the discouraging experience of providing lectures for an M. A. class which regularly decreased in numbers, as one student after another took service or entered a profession and of whom at length none were left to appear in the examination.

"The result of the B. A. examination is so far satisfactory, that it compares well with the percentage passed throughout the University; being 63·6 per cent. from this college as against 56 per cent. in the University; it hardly however comes up to my expectation of the class; last year we did rather better than we deserved in the B. A, this year I think hardly as well as we had a right to expect. Such slight oscillations however do not reflect upon the University examination; a slight element of uncertainty must enter into all examinations; but the B. A. examination of the Allahabad University has for several years inspired confidence in all teachers, because it brings out an order of merit which corresponds almost exactly with the impressions formed in the lecture room. No student fails whom a competent teacher felt assured would pass, and no absolutely hopeless case is ever allowed to get through.

"The Intermediate examination however is full of such surprises. This year all the college staff was convinced that we had a better Intermediate class than last year, but whereas last year we passed 53·1 per cent. of our candidates against 31 per cent. in the University, this year we only succeeded in passing 31·1 per cent. against 37 per cent. in the University.

"At the beginning of the year 1901 a small boarding-house on a new model was started, which is known as the English House A bungalow, facing the school, was put into thorough repair and was hired by the college, and Mr. G. Gardner-Brown was appointed the House Master. There are at present 13 boys in the house who live constantly in the company of the House Master in modified English style. Mr. Gardner-Brown has thrown himself with ardour into his new and additional duties, and I entertain the greatest hopes of this new scheme; upon this model we may, I hope, look for a further improvement of our boarding-house system and eventually secure the distribution of the school students into small wards in which personal attention to the cleanliness, morals, and study of each boy will be efficiently secured."

35. *Meerut College.*—The results of the University examinations can hardly be consideredsatisfactory, and 17 of the 24 candidates sent up for the Intermediate failed. The most fatal subjects in this examination are said to have been English and Physics. With regard to the latter, the Principal writes "there was also a lack of Physical apparatus in our laboratory, which rendered practical teaching difficult." It is however satisfactory to find that steps have already been taken to remedy this defect, and that a large amount of additional apparatus has been ordered from England. The Committee are however in doubt as to whether they should apply to the Syndicate for affiliation in Science, owing to the expense which instruction for the B. Sc. degree involves. It is also feared that under the new regulations fewer students will take up Science. It should however be borne in mind that the alternative is Sanskrit or Arabic, and that the best high schools, of which there are a fair proportion in the Meerut Division, are much better equipped for the teaching of Science than for that of a classical language. The majority of the students in the junior classes of this college are reading Science for the Intermediate examination, and it is to be hoped that the committee will see their way to giving them facilities for continuing their studies up to the B. Sc. degree.

The boarding-house attached to this college has been condemned on sanitary grounds and vacated. The health of the boarders has however not suffered, and the Cantonment Magistrate has allowed them to occupy another house in cantonments in the neighbourhood of the college.

36. *Bareilly College.*—The Principal writes as follows :—

"The total number of students was 81, a falling off of 21, compared with last year's total of 102. This was largely due to the decrease in the number of successful candidates in the Entrance and Intermediate examinations; only 19 joining the first year class, compared with 34 in the previous year

The result in the B. A. examination was an excellant one, the best probably ever obtained by the college. Of the 16 candidates sent in for the examination, 12 passed, and of the four who failed two only just failed in one subject by a few marks. In the Intermediate examination 17 passed out of 39 candidates, a great improvement on last year's poor performance, and for an Intermediate result satisfactory. There is no doubt that the present Intermediate examination can only be passed by students who are well above the average Entrance standard of success and the number of subjects prescribed is too great a strain on the ordinary student. The bording-houses have been well looked after by the Superintendent, Pandit Ram Das, and the conduct of the students has been generally good, though one sees little of them at any other time than at lectures, as only a very small minority play any games and the earlier months of the cold whether are generally devoted to 'preparation' for the impending examinations in January. An extensive development of the boarding-house system by which Professors and students might be brought into closer personal contact would undoubtedly conduce to more effective discipline, the results of which would be more thorough and more permanent in their influence on the character, mind and manners of the student, who at present is little better than a "live machine" working only by "directions."

37. *Christ Church College, Cawnpore.*—An increase in the enrolment of this college is reported which was more than maintained at the commencement of the new academical year. The Intermediate examination was disastrous to an unusually large proportion of the candidates, and this is attributed to their undue self-confidence. It is also said that some were unable to give the full amount of time required for preparation, as they take private pupils in order to pay their college fees. The Principal comments on some of the unsatisfactory features of this examination, which annually causes such havoc in the colleges and prevents a very large number of students from continuing their studies. Now that the regulations for matriculation have been disposed of, this question will probably be taken up by the Senate at an early date. An attempt is being made to secure additional instruction for the Law Class, and the hope is expressed that former students of the college who are not yet hampered with an extensive practice will give instruction in one or more of the prescribed subjects to their own benefit and that of the class.

38. *St. Andrew's College, Gorakhpur.*—This college, which is affiliated only up to the Intermediate examination, is making fair progress, and the success of the candidates sent up for that examination will increase its popularity, despite the opposition of a certain influential faction in the town, who are said to be strongly opposed to Christian teaching.

39. *Kayastha Pathshala, Allahabad.*—There has been a satisfactory increase in the number of students, chiefly due to an increase in the number of first year students. The fee-income has unfortunately not proportionately increased, for while there are 16 more students on the rolls this year there is only an increase of Rs. 85 under this head. The fee rate is, as before, only Rs. 3 per mensem, payable during 10 months in the year. The results of the last Intermediate examination are slightly better than last year. The expenditure upon scholarships is steadily rising, while that from fees remains unduly small. Out of 94 students on the rolls only 54 apparently pay the low rate of fee charged. The free students are it may be presumed Kayasthas. Thus the college is interesting as being the expression of an effort on the part of this important section of the Hindus to bring the benefits of higher education within reach of the poorest of their caste-fellows.

40. The Inspector of Schools, 3rd Circle, has again submitted an interesting report on the *Central Hindu College, Benares,* from which the following extracts are taken:—

"The number of scholars on the rolls on March 31st is 57 this year as against 72. The falling off was probably due to the prevalence of plague and greater strictness in the matter of promotions.

The tutorial expenditure in the college and school including staff and salaries together with contingencies is paid out of fees and subscriptions, that on buildings furniture, and apparatus being met by subscriptions only. The expenditure has risen but is still remarkably low, considering the qualifications of the members of the college staff.

The Science Department is now established in a wing of the new buildings. The principal writes :—

"The increased facilities thus afforded for practical work enabled me to extend the laboratory instruction to the Science students of the first year class, as well as those of the second year. Such classes are only held during holidays or after college hours, but the pleasure the students take in this kind of work is shown by the readiness wtih which they attend, and further experience only confirm the opinion I expressed in my last report that if given the chance, Indian students will prove themselves good manipulators and in time develope originality".

In July last a portion of the boarding-house was opened and about 20 students have hitherto availed themselves of it. The monthly fee is Rs. 10 with an admission fee of Rs. 4; this includes food, lodging furniture, light and service. It is self-suporting. A monitorial system is gradually being introduced similar to that adopted in the English Public Schools. The Principal remarks that it is not so much intended to save the Superintendent trouble as to train the monitors to be reliable and trustworthy, and to make them into responsible men instead of children. The religious instruction is carried on daily as reported last year. It is hoped that before next year a series of progressive religious text-books now in hand will be published."

Fifteen new class rooms which were in course of construction last year are now completed, five of these are being fitted with graduated floors, for the School Department. The college is evidently being run on proper lines, and so long as Dr. Richardson remains its Principal, its tone will be healthy and its ideals high.

41. *Sanskrit College, Benares.*—On the 31st March 1901 the number of students on the college rolls was 377 as against 381 on the same date of the previous year. The annual examinations of the Sanskrit College were held in March last at Benares and at 14 other centres. The total number of candidates under examination was 567 as against 556 in the year preceding. One candidate obtained the highest degree, that of Acharya in Vyakarana; and another qualified for the degree of Upadhyaya in Nyaya. Both candidates were members of the Government Sanskrit College. The results of the annual examinations are, with a few exceptions, very creditable. A brilliant success was achieved by the Raj Sanskrit College in Vizianagram, which passed all its candidates for the Prathama and Madhyama examinations. The number is steadily increasing of the small schools and pathshalas that desire to secure the certificates of the Benares Sanskrit College and succeed in so doing by careful instruction up to the required standards. And it would seem that even to others among a more highly educated class, the Benares Sanskrit College does present certain attractions as being perhaps the unique representative of the traditional learning of India. The Principal states that two Masters of Arts in Sanskrit of an Indian University recently applied for permission to appear for the Acharya degree in Dharmasastra and in Poetry and Rhetoric. Not less remarkable is the enthusiasm of a scholar who writes from Tokyo desiring to enter our Sanskrit College and adding that he is poor and knows not how far £10 may go to keep him in Benares.

42. *Anglo-Sanskrit Department.*—This Department of the SanskritCollege has failed again to attract junior pandits, as it ought. The results of the annual examinations are among the poorest on record.

The "Pandit" journal has been ably supported by contributions from the college staff of valuable texts.

Mulla Examination.

43. The number of candidates for the Mulla examination increased this year from two to seven, and four of them were successful. Two of the successful candidates came from the Chasmai Rahmat School, Gházipur.

Legal Education.

44. Law Classes have been held during the year at all the principal Arts Colleges and the number on the rolls of these classes was 389. The number of candidates who went up for examination was 214, of whom only 33 passed. There was a decrease in the cost of these classes to

Government, but the fee-income rose by more than Rs. 3,000. The results of the examination were considerably worse than last year. Only seven candidates passed the LL.B. examination and the same number obtained the certificate of a High Court Vakil. The Pleadership examination was passed by 19 candidates.

Steps have been taken by the Government to improve the character of legal education in these Provinces. The Law lectureship at the Benares College has been abolished and two Readerships in Law have been established at the Muir Central College, Allahabad. These changes will come into force from the 1st November.

Medical Education.

45. *Medical School, Agra.*—The school was under the charge of Lieutenant-Colonel J. Anderson, M. B., I. M. S., from the 16th May 1900 to the 29th March 1901, when Major J. J. Pratt, I.M.S., took over charge on the occasion of Colonel Anderson's transfer to Lucknow.

As in the previous year the demand for hospital assistants was pressing. The examinations of the final classes were therefore conducted at as early a date as possible and the results reported to the Inspector-General of Civil Hospitals, North-Western Provinces and Oudh, on the 22nd April 1901.

The number of pupils studying in the school during the year was 232 against 244 last year. Of these 182 were males and 50 females.

1. Military class ...	9
2. Civil class ...	21
3. Rájputána ...	4

Of the 182 male pupils in the school, 34, as per margin, passed out into the service on the 2nd April 1901, leaving 148 on the rolls.

1. Military ...	5
2. Civil	20
3. Rájputána ...	6
4. Private	9
	40

To this number will be added on the 1st July next the 40 new admissions detailed in the margin, bringing up the total number of pupils in the school to 188.

The first five pupils in the 1st class of female students have passed and have been granted their diplomas. The next three on the list have failed. One will be re-examined in two subjects, and two in all subjects in October next.

The general conduct of the pupils, both male and female, during the year was satisfactory. With regard to their ability and application it is more difficult to speak. The pass lists show the usual variations in the number of marks gained in the different classes, most of which are up to the average of the past five years. The only marked exceptions are the Rájputána second year class, and the female school first and second year classes, all of which have done badly.

The Mansfield oil gas apparatus referred to in last year's report has been of the greatest use in the Chemical Laboratory. Plans and estimates for a constant water-supply to the Laboratory are under preparation in the Executive Engineer's office. The work has been sanctioned by Government and will, it is hoped, be completed by the 1st of July next, when the school re-opens.

A. Rontgen's X ray apparatus was received in December, but was unfortunately found to have been injured in transit from England. It was consequently necessary to return part of the apparatus for repair. A microscope of high power has been indented for during the year and is expected to arrive soon.

CHAPTER V.

SECONDARY EDUCATION.

46. THE number of public secondary schools has risen from 522 to 546 and the number of scholars from 65,295 to 70,270. The increase in the number of schools and scholars is partly due to the fact that 13 additional Middle Schools for natives have been recognised. Returns for 4 more Unaided High Schools have also been received this year. The number of Vernacular Middle Schools managed by District or Municipal Boards remains the same, namely 285, but the number of scholars attending the schools has increased by nearly 2,000. The increase in the total number of scholars would certainly have been greater if plague had not been prevalent in the Benares Division at the time when the returns were compiled.

The number of pupils in the High Stage of instruction is almost the same as last year, but there has been an increase amounting to 11 per cent. in the number in the Middle Stage, and this in my opinion represents distinct progress. The number of pupils in the Primary Stage has also increased by about 7 per cent.

47. The total expenditure on Anglo-Vernacular schools has risen from Rs. 7,50,555 to Rs. 7,69,412. The fee income has increased by about Rs. 14,000 and "other sources" contribute Rs, 12,000 nearly. There has been a slight decrease in the income from Provincial Revenues and Municipal Funds, and the income from Local Funds is less by about Rs. 5,000. The last named decrease is however to a great extent only nominal, as boarding charges which had been shown last year have this year been excluded. Aided schools have this year received nearly Rs. 4,000 more from Local Funds, as they had earned on the whole higher grants.

48. The results of the Entrance examination as regards schools were more satisfactory than last year, the number of candidates having risen from 891 to 1,002 and the percentage of passes from 41 to 47. In the School Final examination the number of candidates rose from 301 to 343, but the percentage of passes fell from 55 to 52. The School Final returns are chiefly interesting as showing the extent to which Science is taught in Anglo-Vernacular Schools. The number of Government Schools which had Science Masters last year was only nine out of a total of 34 High Schools, but teachers of this subject have lately been appointed in six more schools. The Aided Schools were almost as successful as the State Schools in the Entrance examination, and both show the same percentage of passes, namely 52, in the School Final. The Unaided Schools sent up fewer candidates than last year, but a larger percentage were successful. Only 11 per cent. of the 334 private candidates passed the examination. The greatest number of failures occurred in English and Mathematics. The following schools passed more than 70 per cent. of their candidates at the Entrance and School Final examinations.

Name of school.	Number of candidates.	Number passed.	Percentage.
Almora Ramsay Collegiate School ...	11	11	100
Orai High School	10	10	100
Benares London Mission School	12	11	92
Meerut Church Mission School	10	9	90
Almora District School	15	12	80
Balrámpur Lyall Collegiate School ...	5	4	80
Cawnpore Christ Church Collegiate School ...	14	11	79
Allahabad City Anglo-Vernacular School ...	9	7	78
Rae Bareli District School	17	13	76
Allahabad A. B. P. School	12	9	75
Farrukhabad District School	15	11	73
Hardoi ditto	11	8	73
Bahraich ditto	7	5	71

49. *English Middle Examination.*—The total number of candidates who appeared in the examination was 2,844 against 3,046 in the preceding year. The decrease more or less affected all the different classes of candidates, boys from Government Schools, aided schools and foreign schools, as well as private candidates. As far as schools are concerned, the decrease is probably due to greater strictness in promotion from the lower classes. The percentage of passes was 39; as against 36 in the preceding year. The best results were shown by the Partábgarh and Bijnor Government Schools, the former passing 14 candidates out of 16, with two in the first division, and the latter 18 out of 21 with three in the 1st division. Both the State and Aided Schools in Oudh attained a higher degree of success than those of the North-Western Provinces.

Persian continues to be the favourite optional subject. It was taken up by 2,184 candidates out of 2,844, while only 440 candidates appeared in Sanskrit, 23 in Arabic, 151 in Science, 76 in Drawing, and 16 in Bookkeeping. The smallness of the numbers taking up Sanskrit and Arabic seems to show that teachers as well as parents and guardians have not yet fully realized the bearing of the changes made last year in the regulations of the University, according to which from 1907 Persian by itself will not be allowed as a classical language in the B.A. Examination.

The subjects in which the teaching given in the middle section of Schools is most satisfactory, judging from this examination, are Arithmetic, Drawing and Hindi. There is also said to have been some improvement in Sanskrit. On the other hand the translation exercises were as has been frequently the case in former examinations spoilt by bad spelling and bad grammar. This is undoubtedly due to the fact that we have hitherto been obliged to employ as teachers of the lower classes in Anglo-Vernacular Schools men without proper qualifications. The recent orders of Government under which English will not be begun in State Schools until the boys have passed the Upper Primary Standard in the Vernacular will help us to replace these incompetent teachers by trained men from Normal Schools.

50. *Scholarships in Anglo-Vernacular Schools.*—The returns do not show any large variations from the figures of last year except in the case of Aided Schools, the Managers of which have increased their expenditure from funds at their disposal by Rs. 1,100. The Manager of Jay Narain's School, Benares, distributes no less than 66 scholarships among his pupils, and at St. Andrew's school, Gorakhpur 25 are given. The money might be expended with much greater advantage in raising the salaries of teachers. Under present circumstances managers can evade the rules regarding fees by giving scholarships freely. If, however, they insist on doing this, it will be necessary to restrict the number of scholarships which may be given in any school to a certain percentage of the pupils.

Secondary Vernacular Schools for Boys.

51. The average enrolment of these schools has increased by more than 9 per cent. and the expenditure from Local Funds which has been largely utilised in improving the pay of teachers by Rs. 3,600 nearly. On the other hand, the fee-income has also risen by Rs. 6,000 approximately. The increases above mentioned are shared by all classes of schools, State, Aided and Unaided.

52. *Middle Vernacular Examination.*—The number of candidates increased from 2,832, the figure for the previous year, to 3,329. This increase must be regarded as satisfactory, as last year the Registrar had to report a decrease of 313 in the total number of candidates. The percentage of passes has also risen from 66 to 72, and the rise in percentage of passes has been contributed to by all classes, except candidates from Aided and Foreign State Schools in whose case there is a slight fall. Dehra Dún and Saháranpur passed all their candidates, and the districts of Mainpuri, Jhánsi, Jalaun, Bánda, Gonda, Jaunpur, Mirzapur,

Bara Banki, Cawnpore and Fatehpur passed over 90 per cent. The percentage of passes of private candidates continues to be low, being only 36 against 81 from State Schools. The largest number of failures occurred in Mathematics, History and Geography. The standard in the first named subject is very high, and the teaching of History and Geography in these Schools is by no means as good as it ought to be. Of the 6 girls who appeared at the last examination, 4 were Muhammadan girls from the Vernacular Municipal School, Lucknow, and two were Hindu girls from the Municipal Girls' School, Gola (Gorakhpur).

School buildings.

53. Local bodies such as District and Municipal Boards and Educational Committes, with one or two exceptions, provide sufficient accommodation for scholars in English Schools. Managers are required to fill up a form at the time of the annual inspection showing the amount of space available and the number of scholars to be accommodated, and thus any overcrowding can always be at once detected and put a stop to. For Vernacular Schools the rules are not so strict, and in the larger town schools the scholars are often herded together in a way which is bad for their health and makes good teaching impossible. The District Boards are regularly addressed on the subject, but want of funds prevents much being done. In Cawnpore, however, the accommodation in the Town School is being doubled. In the Meerut Division a suitable masonry building has been erected by local effort at Sikandrabad in the Bulandshahr district for the Aided Anglo-Vernacular High School. The Anglo-Vernacular Mission Schools are generally provided with fair buildings. L. Lalta Prasad, Rai Bahàdur, Rais of Pilibhít, has built an excellent school building and boarding-house for the local Anglo-Sanskrit Institution founded by him.

Boarding-houses.

54. The total number of boarders residing in the boarding-houses of District Schools has risen from 802 to 854 and in Town Schools from 1,667 to 1,907. The condition of the boarding-houses of District Schools is fairly good and even at Fyzabad some improvements have been effected. The boarding-houses of Town Schools are as a rule low, badly ventilated and regarded as unsuitable by well-to-do persons, though they meet the wants of poor villagers. The District Boards of Oudh have been providing some additional boarding-houses for their Town Schools, but Hardoi is still without any. The English Schools of the Benares Division are said to be very insufficiently supplied with these useful institutions. At Basti, Azamgarh and Ghàzipur there are actually none at all. The Inspector of the 3rd Circle reports that Town School boarding-houses are generally speaking dirty, dilapidated and ill-ventilated ; but that those of the Allahabad district, however, are in this respect an honorable exception.

The Superintendents of Boarding-Houses, even in the case of those attached to District Schools, are not men of sufficient intelligence and energy to organise and work out such reforms as would make them really useful institutions. The salary is too low to attract a better class of men to undertake the responsible duties of Superintendent.

55. The report of the Principal of the M. A.-O. College contains remarks on the school boarding-houses which will be read with interest by all School Managers who wish to see this very important side of a boy's education developed. At Aligarh the officers most directly in contact with the boys are the sub-proctors, and their duties are onerous and multifarious. In addition to the heavy labour of superintending the preparation of the school work in the evening for the following day, they have to call the roll at stated hours, to see that all boys are within the quadrangles of the boarding-houses at 9 o'clock at night, to see that the bath rooms and latrines are in gord order, to report on any repairs

wanted, to issue passes to boys going to the city, to keep order and to report all serious breaches of discipline. Mr. Morrison adds :—

"The discipline exercised over the school boys is much more strict than over college students, and their day is mapped out for them in such a way as to leave them but little discretion; they are wakened before sunrise for morning prayers and until they go to bed at night they have hardly an hour which has not some particular work or pastime allotted to it. Opinions differ as to the value of so rigorous a discipline which leaves nothing to individual initiative. There is no doubt that it is popular with the generality of Indian parents and with all Indian schoolmasters; it is also comparatively easy to achieve a certain measure of success by this means; on the other hand, the system of the best English public schools, which aims at getting concentrated work in a comparatively few hours, and leaves the boys considerable autonomy at other times, is undoubtedly better for the full development of the faculties, and, in good hands, produces far better results than the Indian system. I shall always insist on giving a large share of independence to students of the College, especially in the higher classes, but I confess to some uncertainty as to whether we can yet extend it to the students of even the Entrance class in the school."

The greater freedom now enjoyed by English school boys is a feature of school life in England of comparatively recent growth, and it seems to me to be not yet proved that it is a better preparation for the discipline of after life which has undoubtedly become more severe with the spread of education. Possibly the average Indian parent takes a truer view of what is best for his boys than the average English parent. The Warden of the now extinct Mussoorie School endeavoured to run that school on what are generally known as public school lines. He told me a few years ago that the boys came to the conclusion that the best thing for them was to have as good a time as possible at school seeing that the most they could hope for afterwards was life on an office stool on very small pay in the provincial service, and the creed of the average English public school-boy seems to be much the same. He believes that he was brought into the world to enjoy himself. Work, if it has to be done at all, is a disagreeable incident of life, to be got through with as little discomfort as possible. The Indian School-boy is under no such illusion.

Conduct of students.

56. The Inspector of the Oudh Circle considers that the strict enforcement of the inter-school rules and the code of punishments have effected a considerable improvement in school discipline and the conduct of the boys. No serious cases of misconduct have been reported during the year except one from the District School, Bara Banki. A boy belonging to this school committed a serious assault upon one of the teachers, for which he was prosecuted criminally and convicted by the Magistrate.

CHAPTER VI.

PRIMARY EDUCATION.

57. THE total number of Primary Schools has decreased by 93, but there has been an increase of 3,889 in the number of scholars. The number of Boys Vernacular Primary Schools managed by District or Municipal Boards is less by 41. The districts which show the principal decreases in the number of their schools are Gorakhpur 9, Sítapur 8, Bara Banki 6, Fatehpur 6, and Budaun 5. The enrolment of the schools has however increased by 4,490 scholars. An increase is shown in every district except in those of Bundelkhand and in Bahraich, Gonda, Fyzabad, Mirzapur, Basti, Bareilly, Bijnor, Sháhjahánpur, Pilibhít and Almora. The increase in the enrolment has brought with it an increase of fee income amounting to Rs. 1,261.

58. The number of Aided Vernacular Primary Schools for boys is less by 54 and the enrolment has decreased by 1,051 scholars. The decrease in the number of schools is due to District Boards having less money to spend on these schools or to the withdrawal of aid from and the closing of inefficient schools. Although a smaller enrolment is shown, there are a larger number of children in the Upper Primary Stage than was the case last year. In the case of Primary Schools for girls there is a decrease of 8 in the number of schools, 15 Aided Vernacular Schools having been struck off the list presumably on account of inefficiency. The total enrolment has increased slightly, but there is a considerable increase in the number of girls attending Primary Schools for boys.

59. The expenditure on Primary Schools has increased by Rs, 26,000 approximately. It occurs chiefly under the headings Local Funds and Municipal Funds against schools managed by District or Municipal Boards, and is due to the fact that in many districts the salaries of the worst paid teachers have at last been raised in accordance with the orders of Government. A smaller increase of expenditure appears under the same headings against Vernacular Aided Schools, and this is due to the fact that some of these schools have during the year earned rather higher grants. On the whole the features of the year are a reduction of the number of schools, a larger number of scholars, and an increased expenditure ; and if these are not all satisfactory, yet it may be said in excuse that it was time, judging from the results of the Upper Primary and Lower Primary Examinations, that the efforts of the Department and the District Boards should be concentrated on improving the quality rather than on increasing the number of Primary Schools.

60. The Upper and Lower Primary Examinations are the chief tests by which the work done in Aided Schools is judged. It is satisfactory to note that the number of boys from the schools who passed the former almost doubled in the year under review, and there was a considerable increase in the number who passed the Lower Primary Standard. The districts showing the largest number of passes are Gorakhpur, Basti, Azamgarh, Benares, Ballia, Partábgarh, Rae Bareli, Meerut and Almora. In Cawnpore also the Aided Schools are said to be doing fairly well, and there is not the same difficulty in obtaining properly qualified teachers as in other districts. The Lucknow Division is said to be very unfortunate in this respect, but in Fyzabad the majority of the teachers hold Upper Primary Certificates and in some instances have even passed the Middle Vernacular Examination. The subject which is least satisfactorily taught is Geography. This is due to the want of apparatus, but the District Board of Rae Bareli, in addition to grants of money, has provided the Aided Schools with maps. In the Meerut and Rohilkhand Divisions the teachers are said to fail in teaching the vernacular languages properly.

61. The houses in which these schools are held are generally very poor buildings, but it is beginning to be recognised that this defect must be fatal to good work, and an Oudh Talukdár, Babu Indra Sain Sinha of the Sultánpur district, has presented his village with a building which is said to be in all respects most suitable for school purposes.

CHAPTER VII.

TRAINING SCHOOLS FOR TEACHERS.

The Training College Allahabad.

			Government.	
			1900-1901.	1899-1900.
Number of scholars on March 31st.			1	1
	Government Stipendiaries ...	Senior class ...	13	24
		Junior class ...	17	15
	Other Stipendiary Students ...	Senior class ...	...	...
		Junior class ...	...	...
	Non-Stipendiary Students ...	Senior class ...	1	4
		Junior class ...	1	...
		Total ...	32	43
Expenditure.	Teachers attending the college		...	3
	Others		22	40
	On establishment and contingencies.	From Provincial Revenues...	13,415	7,131
	On Stipends.	From Provincial Revenues ...	2,958	3,932
			*16,373	11,063
Results of Examination.	Number of candidates		15	46
	Number passed in senior class		7	17
	Ditto junior class		6	16
		Total ...	13	33

62. The enrolment shows a decrease of 11 on that of the previous year. Many candidates sent in applications for stipends, but after they obtained them did not join the college on one pretext or another. The Principal believes it to have been due to the short notice given before removing the Training College to Allahabad. This deterred many from joining, for they had not contemplated going to Allahabad. The extension of the course for Entrance passed men from one to two years has kept a good many men of this class away. Moreover it is now being realised that only University students have prospects in our department. There is no reason to believe that the institution is unpopular, and now that it has settled down into its new quarters there is no dearth of applicants for admission to it for the next session and it has opened with a full graduate class. There are only two non-stipendiary students. Both are supported by the Church Missionary Society.

The erection of a boarding-house for the students and of dwelling houses for the Principal and Vice Principal is the cause of the great increase in expenditure this year. There has also been a considerable expenditure on furniture, apparatus and fittings. But the annual expenditure has also increased. A hospital assistant on Rs. 20 a month has been appointed, the salaries of the Principal, Vice Principal and 1st Assistant have been graded, and two teachers have been appointed in the Primary Model School attached to the Training College.

Each student has this year given three specially prepared lessons before the Principal as against two last year. Each student had a full week's teaching work given to him in the District School under supervision.

*Besides this Rs. 1,807 were spent on boarding-house and science apparatus.

The college is fully equipped with all necessary apparatus. Its laboratory is supplied with all that is required for science teaching in schools. And every year what can be spared from contingencies will be utilised in the purchase or renewal of apparatus, wall maps, and pictures for giving object lessons.

It has also a spacious playground, a tennis court, horizontal and parallel bars and a set of dumb-bells. The students have specially distinguished themselves in football; even the Muir College suffered defeat at their hands. The Principal is particularly proud of the result achieved in physical drill. Considering that most of the men have never done anything of the sort before and take to it at first with extreme reluctance, the progress made in ten months is most creditable. The new boarding-house is in every way satisfactory, and is the admiration of all who have visited it. The health of its inmates was very good throughout the year and their conduct has been on the whole satisfactory. One or two of the senior students were inclined at first to adopt a scornful attitude towards some parts of the training, but soon all worked with equal zeal and energy.

The college has certainly benefited by its transfer to Allahabad, where it is more adequately provided with material and better accommodated; and these must tell upon the quality of the work done. The new prospectus is said to be an improvement upon the old one, and under it the students receive a better training; while at the same time they acquire more facilities for improving their knowledge of English and can, if they choose, also gain a special training as language or science teachers, or as both. The Principal Mr. Kempster is noted for skilful organisation and possesses in a marked degree the power of infusing enthusiasm among those who work under him, whether teachers or students. In Mr. Kaye the college has a very capable science teacher. It is interesting to note that he and Dr. Richardson of the Hindu College pursue precisely the same methods in teaching science. Mr. Kaye's men if true to their training should revolutionise the science teaching in schools.

The great need of the Training College is a hall. There is no room big enough to accommodate a teacher with his class, the officers criticising, and the students of the Training College. For the exceedingly important work of practical teaching a theatre is required, and is indeed indispensable. When the college is full, the difficulty of accommodating all these persons will be insurmountable.

The demand for trained teachers is at present greater than the supply. The market value of a senior is from Rs. 40 to Rs. 45 and that of a junior from Rs. 20 to Rs. 25. Judging by the way in which they are able to dictate terms and to refuse to accept employment in schools not exactly to their liking, there are not yet a sufficient number of such men available even to fill the vacancies which occur, much less to replace untrained men. It will be some years yet before the supply will equal the demand. Aided Schools which desire to fill up vacancies in their staffs with trained teachers are unable to offer sufficiently attractive terms to induce either senior or junior men to accept service with them.

Normal Schools for Male Teachers.

63. The number of students reading in Normal Schools has risen from 386 to 445. This increase is due to the opening of the 2nd year class at the Moradabad Normal School and has necessitated a corresponding increase in the expenditure on stipends. The expenditure on establishment and contingencies met from Local Funds has decreased by nearly Rs. 2,000. It is chiefly due to the exclusion of the boarding-house charges from this head. At the annual examination 215 candidates were examined, of whom 174 passed, considerably more than half passing in the 1st Division. The subjects in which most failures occurred were Mathematics, History and Geography. Very few of the students fail in the practice of teaching, and it seems a pity that such men should be deprived of a certificate because they have failed by a few marks in some less important subject.

The reluctance to undergo physical training has given place to a general interest in it. The students spend much of their leisure in games and physical exercises, and several are proficient in drill and gymnastics. In the course of two years there is generally a great improvement effected in the physique of the students, and the contrast in this respect between those who have just joined and those who are about to leave is very marked. There is some complaint about the lack of efficiency as language teachers of men trained in the Normal Schools, and this is ascribed to their total ignorance of Persian and Sanskrit; but until these subjects are taught in a few of our Vernacular Schools it is impossible to introduce them into Normal Schools. The number of students whose Vernacular is Urdu is excessively large in the schools at Moradabad and Lucknow; on the other hand at Allahabad and Agra there is an equally large excess of students whose vernacular is Hindi. The Inspector of the 2nd circle states that the importance naturally attached to Urdu in Oudh both as language and literature during the Muhammadan regime has practically killed out the rival vernacular.

The conduct of the students has generally been good, but in the Lucknow school four or five young men fomented a spirit of turbulence and disaffection. They were however expelled, and since they left the school, the conduct of the remaining students is said to have been satisfactory.

Normal Schools for Female Teachers.

64. Nothing further has been done in the direction of establishing Normal Schools for female teachers, but the want of properly qualified teachers is considered to be the chief cause of the backward state of Female Education. The Normal School at Sigra, Benares, continues to do useful work in supplying Mission Schools with female teachers.

CHAPTER VIII.

TECHNICAL EDUCATION.

SECTION A.- -*Thomason Civil Engineering College, Roorkee.*

65. THE variations in the enrolment of the different classes are small except in the case of the 2nd and 3rd years of the Civil Engineer classes. The former has gained five and the latter has lost six students. There has been a considerable increase in the number of candidates examined in the Lower Subordinate Class. A smaller number of candidates was examined in the Upper Subordinate Class, but a larger number passed than was the case last year. The discipline of the college and the health of the students are said to be most satisfactory. The additions and improvements made during the year included an electrically worked Water-Works Station, Photo-mechanical Process Building and Verandah, a 100 ton Testing Machine, Motor alternator and Strap power hammer.

66- The following extracts are taken from the Principal's report :—

"*Civil and Electrical Engineer Classes.*—There are *five* classes in operation, but the 2nd and 3rd year Electrical classes only include the students who look forward to obtaining the Telegraph appointments. The reorganization of the conditions affecting the outturn of the Electrical Engineer class proposed by the college has now been sanctioned by the Government of India, and as this provides for the supply of men specially trained in practical electricity for the Public Works Department, it may be anticipatad that this class will be more attractive to students in the future. The want of Public Works men well qualified in practical Electricity is being felt more and more every day in India, and the enterprising students who seize the opportunity and qualify themselves early will certainly find their reward.

The many restrictions, such as the enforced domicile and preliminary qualifications for candidates for this class have so narrowed the range, of selections, that it is difficult to find a sufficient number of fully qualified candidates for the Engineer Classes of the College. This is certainly a very false position, and it is quite time to remove the restriction imposed by the domicile and allow the public to use the College freely and thus put it in a position to meet the heavy demand for qualified Engineers.

Upper Subordinate Classes.—No change was made in the standard of instruction for these classes of 80 men, which are up to full strength ; but the course in Hydraulics will in future be given from the new College Manual by Professor Tipple. There is, however, a distinct call for some increased instruction in Science, including theoretical Electricity and Chemistry, in order to qualify Overseers for the Sanitary and Lighting work, &c., which they are now occasionally employed on.

Lower Subordinate Classes.—These classes of 120 men, which are up to full strength, show a yearly improvement in the class of students joining and in their general education and progress during their course at the College. It has now been found possible to entirely dispense with Urdu as an alternative language for answering Entrance papers.

Mechanical Apprentice Class.—The Course is *three* years—half of each day is spent in the Workshops and half at Drawing and theoretical instruction. There is a distinct improvement in the work since the men came under Mr. MacLaren's superintendence. The Course is suitable for Europeans and Eurasians, but none have as yet availed themselves of the facilities offered.

Industrial Classes.—There are *three* Industrial classes at present for Press, Photo. and Arts Handicraft. In the Press and Photo Classes the apprenticeship system is followed combined with instruction in Drawing, Accounts and Theory, when this is necessary. In the Arts Handicraft Section the students learn under working instructors in a special partition of the College Technical Shops.

Candidates who join the Press Class often ask for a transfer to other sections after a short experience of the duty ; yet there is a practically unlimited demand for good Compositors, Machine hands, etc., at high wages; or, what is better, on well-paid piece work. There is no branch of Industrial work to which machine method is more applicable than press work, and it is probable that we may be more successful in the future by training men in special machines such as the Monotype and Linotype, in addition to the training we now give in duplicative power machines and the handicraft of press procedure.

Candidates for the *Photo-Mechanical Class Sections* must know English and be neat handed, and to earn success should have artistic tendencies and experience in free-hand or art drawing. We have had very fair success with this class, but could advance rapidly if the Art Schools would supply us with suitable candidates

specially selected. The openings for employment for the outturn of this class are rapidly increasing in India, and it is probable that in a few years there will be many firms carrying out Photo-mechanical illustrative work.

This year the class is up to the full number and several of the students promise well. The Arts Handiwork class is easy to fill, no general education is given. This class thins out by degrees owing to the removal of students unfitted for the work, and but few pass through the whole course. The class is, however, doing useful work, and may be the foundation of a much larger school in the future when the principles of Industrial education have been definitely determined by Government.

Applied Science.—Mr. O'Neill has carried out a great deal of interesting work in the improvement of Photo-mechanical processes, including an elaborate series of experiments for the production of line and artistic *relief* work by the agency of light. These experiments, in which Professor Ramsay showed a keen interest, involved great labour, invention and careful manipulation, and the results are most encouraging. Very promising electrotypes of portraits or views in any desired degree of relief have already been produced, and some satisfactory line blocks."

SECTION B.—*Industrial School Lucknow.*

67. There has been an increase of 29 in the total enrolment of the Industrial School, Lucknow, the figure for this year being 155 against 126 in the preceding year. Of these 155 boys, 75 are Muhammadans and the rest Hindus. Twenty nine of the boys are the sons or near relations of artizans, most of whom are employed in the Railway Workshops. These boys are according to rules given free education, and the rest pay fees. In the previous year there were only 10 boys whose guardians were artizans.

The following statement gives the numbers of boys learning the various branches of industry taught in the school:—

Class of industry	1900-01.	1899-1900.
Drawing	155	126
Carpentry	101	88
Iron-work	54	38
Glass-blowing	13	8
Dyeing	17	22
Clay-modelling	22	24

Expenditure.—The total expenditure during the year on salaries, contingencies and allowances was Rs. 9,555, against Rs. 8,094 in the preceding year. These figures are exclusive of the amount expended under the head "scholarships." Out of the total amount of Rs. 9,555 Rs. 824 were met from fees and Rs. 378 were realised from the sale of work produced at the school. The net expenditure is therefore Rs. 8,353 against Rs. 7,124 in the year 1899-1900. The increase is due to the higher salary of the new Head Master and to the payment of house rent and conveyance allowance sanctioned for him pending the construction of new quarters near the school. Twenty-seven scholarships were awarded to the successful students of the school out of the sanctioned total of 36. No deserving students were found for the award of the remaining scholarships. The expenditure on scholarships was Rs. 560.

Result of the Annual Examination.—The Annual Examination of the school was held from 11th to 26th February 1901. Out of 148 students then on the rolls, 136 were allowed to appear in the examination. Of these 59, or 45 per cent., passed in all the subjects. Of the four students in the highest class, one boy, as in the year 1899-1900, passed the final examination creditably in all the subjects offered by him. During the year under report five students from the school were sent up to the Roorkee College. Two were nominated for the Mechanical Apprentice class, two for the Art Handiwork class and one for the Photo-Mechanical class. The first two have received stipends of Rs. 8 each and the others of Rs. 6 per mensem.

Regarding the building the Head Master writes:—

"When the school is remodelled, the main building, which is of a substantial character, can be utilized for the accommodation of most of the industrial classes, so that the great inconvenience which is now felt from the excessive heat in the corrugated iron sheds during the hot season will, to a great extent, be done away with.

But the Smithy and Glassblowing will continue to be held, as at present, and it is an absolute necessity that the accommodation for these two important industries should be greatly improved. As a matter of fact, it is impossible to work under these sheds at times during the summer season, and repeatedly work has had to be stopped owing to this cause in the past."

SECTION C.—*Agricultural School, Cawnpore.*

68. There has been a considerable increase in the enrolment and daily attendance, which is due to the decision arrived at last year to admit in future 25 pupils annually to the Kanúngo Section of the school. The sections of the community which are now most largely represented in the school are the Muhammadans and the Kayasthas. All but two of the scholars have passed the Entrance or School Final examination of the University and their intellectual qualifications are certainly higher, on the whole, than were those of their predecessors. All the 17 students that appeared in the Annual Examination were successful; six being placed in the 1st division and the remaining 11 in the 2nd division. A land-owner student from Muzaffarnagar has already begun some farming work on a small scale in his village. The Principal, while officiating as Assistant Director, visited his village last November to give him assistance in the choice of a site for his future farm and to see how the Cawnpore acclimatised exotic cottons sown by the students were doing. The Principal was favourably impressed with what he saw. During the year under report no changes took place in the course of tsudy at the school. The second year students cultivated plots of one-fifth acre; in the kharif maize and arhar in alternate rows, and in the rabi, wheat as usual. The tillage and other field work has been done by the students with the same interest and zeal as usual. For the field work no indoor classes were suspended this year. The students had to work in their leisure hours even on holidays. This arrangement introduced tentatively last year has worked so well that it is likely to become a permanent one.

The students took the same interest in their several clubs as in previous years. At the Riding test held by the Director and the Deputy Director last month 16 out of 17 students appeared, the seventeenth having been temporarily disabled a few days before the examination. Out of the 16 students, eight passed in the 1st division, five in the 2nd division, and the remaining three failed. The unsuccessful candidates were to be given another chance in July or August. It has been ruled that from this year forward the diploma of the school will not be given to those candidates who fail to pass the Riding test. The object of this rule is to prevent the diplomates from getting executive service as Kanúngos until they are able to ride.

The reroofing of the school building, the extension of the boarding-house and the laying of a pipe to the boarding-house for supplying drinking water are some of the long-standing wants that have been met during the year. One of the large rooms in the boarding-house will, it is hoped, be available as a reading room. The sanitary improvements effected in consultation with the Civil Surgeon of Cawnpore have had a good effect on the health of the students.

Regarding the employment of past students. The Principal writes:—

"There has been no difficulty for the old diplomates in getting employments in the districts, so much so that during these two years none could be found amongst them who would care to stay at the Cawnpore Experimental Station as apprentices on Rs. 15 a month."

It has lately been ruled that the post of Supervisor Kanúngo will be reserved for diplomates of this school. This order by improving the prospects of those who pass out as Kanúngos will no doubt increase the popularity of the institution.

CHAPTER IX.

FEMALE EDUCATION—NATIVE.

69. THE total number of girls' schools has decreased by 5, but the number of scholars has risen by 441 and the expenditure by Rs. 7,280. This has been met wholly from "other sources," the expenditure from Public Funds being rather less than last year. From the statistical returns it appears that female education is retrograding in Oudh, Rohilkhand, Bundelkhand and the Agra Divisions. On the other hand progress is shown in Kumaun and in the Allahabad, Benares and Meerut Divisions, being conspicuous in the case of Meerut. The expenditure on female education is highest in the Lucknow, Allahabad, Meerut and Rohilkhand Divisions. In all these divisions except Allahabad, such progress as has been effected is largely due to the activity of the American Methodist Episcopal Mission.

70. There is only one college for native women and girls in these Provinces, namely that in Lucknow, conducted by the above mentioned Mission. The success of the students who were sent up from this institution for the University examinations was remarkable. Only one appeared at the B. A. examination, but she passed, as also did 6 of the 7 who sat for the Intermediate examination. The results in the case of the latter examination when compared with those for the Arts colleges prove that the teaching given must be very careful and thorough. The results of the Entrance examination were equally satisfactory. Six out of the seven girls sent up passed, two being placed in the first division and one heading the list of successful candidates.

71. The fact that the number of secondary schools for girls has increased by two and that there has been a corresponding increase in the total enrolment of the high and middle sections indicates a certain amount of progress. The increase in the expenditure on these schools from "other sources" probably justifies the belief that better teachers are being employed in larger numbers. The English and Vernacular Middle examinations for girls are the test, of the work done in the middle sections of these schools. For the former 57 candidates were sent up, of whom 20 passed. The Jumna Mission School, Allahabad, passed both its candidates, and the Sigra and Meerut schools each passed three out of five, the only girl who obtained a place in the first division being a pupil of the Sigra School. Six girls were sent up for the Vernacular Middle examination, of whom three passed.

72. The number of Primary vernacular schools for girls is the same as last year, namely 152. The variations in enrolment, total expenditure and incidence per scholar are insignificant, but there has been a considerable decrease in the number of girls reading in the upper Primary stage. This has occurred chiefly in connection with the Rohilkhand schools.

73. The aided schools for girls are chiefly under Missionary management. There has been a decrease as has been already pointed out both in the number of schools and in the number of scholars. It has occurred chiefly in the Agra, Rohilkhand and Fyzabad Divisions: Allahabad and Kumaun seem to be the only divisions in which these schools are making progress. Among Non-Missionary Schools the City School, Allahabad, is deserving of mention as a really creditable institution. Its pupils are drawn from respectable classes, and both numerically and tuitionally it is prospering. The Bengali section of the school particularly is doing well. It should, however, be borne in mind that the managers of these schools, as is the case with all girls' schools, find it very difficult to obtain the services of competent native teachers. If this want could be met, it is almost certain that the Missionary Societies would open out a much larger number of girls' schools.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

SECTION A—*Europeans and Eurasians.*

74. The number of Aided Schools for European children remains the same as last year, namely 47, but returns have been received for the first time from 3 unaided Secondary Schools, one of them being La Martiniere Boys' School at Lucknow, and this has helped to raise the enrolment from 3,923 to 4,161. One new school for boys has been placed on the grant-in-aid list, namely, St. Joseph's School, Meerut, and one has been closed namely the Mussoorie School. There is now no school in the hills for European boys in these Provinces capable of taking the place which the last named school used to fill some years ago when it annually provided the State with young men, some of whom were destined to rise to a high position in the Public Service. Its disappearance is, I fear, significant of the degradation which has overtaken the domiciled Anglo-Indian community. The new Matriculation examination will, I fear, reveal the inferior character of the education given in the Boys' Schools and the very serious disadvantages which the domiciled Anglo-Indian parent has to put up with owing to the want of efficient State schools of the kind provided for natives. Unless this drawback is quickly remedied, the ruin of the community seems inevitable.

75. The financial statement for these schools shows considerable variations from last year. The increase in expenditure met from Provincial Funds is due to increased grants to St. Joseph's School, Naini Tál, and St. Peter's School, Agra, and the inclusion of the whole grant (instead of only part as last year) of St. Fidelis School, Mussoorie. There is also a very large increase of expenditure on Boys' Unaided Secondary Schools, due to the inclusion of three new schools as above mentioned. On the other hand, a decrease is shown in the expenditure on Girls' Schools, but this is probably due to the exclusion of boarding charges in the case of one or two schools from the statement. A similar correction, namely, the exclusion of fees on account of board has made an apparent reduction in the fee income of Girls' Schools. The increase in the expenditure on scholarships is due to the fact that this year a larger number of scholarships have been given from private sources, and the Martinière scholarships are shown for the first time.

76. The Departmental examinations of the schools were held as usual in November and December. The following schools seem to deserve special mention for good work done. Oak Grove School, Mussoorie; St. Joseph's Seminary, Naini Tál; Wellesly Girls' High School, Naini Tál; Girls' High School, Allahabad; Woodstock School, Landaur; and the Colvin Free School, Allahabad, which passed all its candidates. The results in Latin were bad in all three examinations, and in Vernacular in the High and Middle sections. The teaching of History, too, is far from satisfactory, as also of Geography in the High Section. Trigonometry has again proved a stumblingblock, but in fairness to the schools it should be stated that there were several unfortunate misprints in the question paper: large allowance was made for this by the Examiner, but doubtless the boys were to some extent put off by these misprints. The results in French in the Middle Examination were very poor, though excellent in the High and Primary Sections. Political Economy and Perspective Drawing seem to have proved too difficult for a large proportion of the few candidates that took up these subjects. In other subjects the percentage of failures is not so very large, but evidently more care might with advantage be paid to the teaching of English, grammar and analysis and to practice in composition.

Training of teachers.

77. The Training Class for women teachers attached to the All Saints' Diocesan School, Naini Tál, continues to do good and useful work under

Miss Rait. There are at present 10 students, one of whom holds a scholarship from the Punjab and one is a non-stipendiary student, the remaining 8 receive our scholarships. The results of the last examination were very satisfactory.

Provision has been made for the training of men teachers for European Schools in connection with the Training College at Allahabad, but unfortunately it was not possible to give the necessary intimation to the schools until a month before the class opened. One young man however wrote immediately asking for permission to join the class.

SECTION B.—*Table showing the number of Hindus and Muhammadans in attendance at the various educational institutions.*

	Hindus.		Muhammadans.	
	1900-01.	1899-00.	1900-01.	1899-00.
Males.				
In Colleges	1,872	1,962	392	421
In Secondary schools { Anglo-Vernacular...	18,376	16,805	5,623	5,234
In Secondary schools { Vernacular ...	29,936	27,915	9,147	8,752
Total ...	50,184	46,682	15,162	14,407
In Primary schools	2,26,123	2,22,165	35,609	36,021
In Training schools	378	361	67	66
In Industrial schools	80	60	75	66
In Other schools	2,327	2,288	245	344
Total at Public institutions ...	2,79,092	2,71,556	51,158	50,904
In Private Schools	42,690	43,069	33,590	33,442
Total scholars in institutions of all kinds ...	3,21,782	3,14,625	84,748	84,346
Percentage on boys of school-going age of—				
Scholars in Secondary schools, Anglo-Vernacular.	·58	·53	1·16	1·08
Scholars attending Public institutions ...	8·85	8·61	10·51	10·47
Scholars attending institutions of all kinds.	10·2	9·98	17·42	17·33
Females.				
In Secondary schools, { Anglo-Vernacular...	13	8	13	5
In Secondary schools, { Vernacular ...	102	86	67	61
Total ...	115	94	80	66
In Primary schools	9,219	8,641	3,037	3,307
In other schools	8	9	5	6
Total at Public institutions ...	9,342	8,744	3,122	3,379
In Private schools	1,351	1,210	2,074	1,941
Total scholars in institutions of all kinds ...	10,693	9,954	5,196	5,320
Percentage on girls of school-going age of—				
Scholars attending Public institutions ...	·32	·3	·67	·72
Scholars attending institutions of all kinds.	·37	·34	1·12	1·14

78. The preceding table gives the usual statistics regarding the number of Hindus and Muhammadans attending the different kinds of schools. There has been, as might have been expected, an increase in the number both of Hindu and Muhammadan boys at school; but it is unsatisfactory to notice that there is a decrease in the number of Muhammadan girls reported to be at school.

SECTION C.—*Colvin school for sons of taluqdárs.*

79. The following is the Principal's report on the school. It is much briefer and less interesting than usual :—

"The number of pupils is 40, 26 Hindus and 14 Muhammadans. Thirteen of the former and six of the latter are Government wards. All are boarders.

Four boys went up for the English Middle Examination. One passed.

Two boys went up for the Entrance Examination. Both passed.

The health of the boys has been good. So with one exception, has their conduct. A silver medal for athletics has been founded by the boys, and two gold medals for proficiency in studies have been founded by two of the Taluqdárs of Oudh. All three medals are intended to commemorate the invaluable services rendered to the school by the Hon'ble Mr. Hardy, C. S. I., late Commissioner of Lucknow, and will be known as the Hardy medals."

SECTION D.—*Reformatory School, Bareilly.*

80. This school was taken over by the Department just before the close of the year under review. The school was very fully reported on by Captain Jennings the late Superintendent on the 19th of January 1901, and his report was submitted to Government in March by the Inspector-General of Prisons. There was no time in the year under review to introduce changes into the working of the institution, but a complete revision of the staff has since been effected in compliance with the orders of Government, and other changes have also been made which will be noticed in the next annual report.

CHAPTFR XI.

PRIVATE INSTITUTIONS.

Kind of school.	Number of schools on 31st March.		Number of scholars on 31st March 1901.				Number of scholars on 31st March 1900.			
	1901.	1900.	Hindus.	Muhammadans.	Others.	Total.	Hindus.	Muhammadans.	Others.	Total.
Arabic or Persian.	876	913	2,549	9,543	...	12,092	4,151	9,444	35	13,630
Sanskrit ...	352	327	6,095	1	...	6,096	5,214	18	....	5,232
Elementary institutions teaching Vernacular only or mainly.	3,486	3,430	35,390	9,376	1,216	45,982	34,896	9,671	2,156	46,723
Elementary institutions teaching the Koran.	1,586	1,601	7	16,744	....	16,751	18	16,250	...	16,268
Total ...	6,300	6,271	44,041	35,664	1,216	80,921	44,279	35,383	2,191	81,853

81. The tabular statement showing the number of schools and scholars on the 31st of March last year has been corrected, as it was found that there were no schools teaching any other oriental classic than Sanskrit, Arabic or Persian. The figures given have been collected with some trouble by the Deputy Inspectors, but I doubt whether they are more reliable than those of former years.

CHAPTER XII.

PHYSICAL AND MORAL TRAINING.

82. I HAVE nothing to add to my remarks on Moral Training given in the summary, and such progress as may be effected in this direction is scarcely adapted for record in an Annual Report. As regards Physical Training, the usual school tournaments have been held, but the Oudh tournament was suspended *sine die* out of respect to the memory of Her late Majesty the Queen-Empress, whose death took place just before it was to have been held.

In English schools for the most part Physical education receives quite as much attention as it should, though of course there are notable exceptions. There has been in this respect a marked and continuous improvement during the last three or four years. Vernacular town school-boys in many cases drill quite as well as boys in English schools, but for lack of funds they are far behind in games and gymnastics. Village school-boys here and there are learning drill and some play cricket, but they do not attain much skill in either.

CHAPTER XIII.

THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

83. THE Text-Book Committee held one meeting on November 6th, 1900. The Sub-Committees held 12 meetings in all against 13 in the previous year.

The several Sub-Committees considered 188 publications (or 279 volumes) including maps, atlases and object-lesson sheets as against 238 in the previous year. Of these 35 (or 48 volumes) were recommended for use in schools; 19 (or 21 volumes) were approved, but not recommended for any specific purpose in the curriculum; and the remaining 134 (or 210 volumes) were rejected. It has been decided by Government that the Text-Book Committee is authorized to refuse to recommend books for use in schools if it considers their prices too high. In future the price of every book, like other features of it, must be approved before it is included in the authorized list of books. If the publishers should subsequently enhance the price or alter the quality of paper, printing and binding, it will be open to the Committee to remove the book from the authorized list.

The library now consists of 1,425 works (or 2,814 volumes) as against 1,247 works (or 2,363 volumes) for the last year. Of these 162 works (or 448 volumes) are copies of text-books or alternative text-books. The number of volumes given is inclusive of duplicates.

Under the orders of the Government of India, the rules and constitution of the Text-Book Committee have been revised. The Committee was reduced from 40 to 20 members in addition to the President, care being taken at the same time to see that all the interests concerned in the management of schools received proportionate representation. It was hoped that a reduction in the number would make the Committee less unwieldy and vivify the interest of all the members. The number of Sub-Committees was cut down from five to four, and an Inspector of Schools was made *ex-officio* president of each Sub-Committee to safeguard the interest of Government. An important alteration was made in the rule regarding the treatment of books for review; the Text-Book Committee is only empowered to consider books which have been sent to it by the Director of Public Instruction. These rules only came into force last March, so that it is too soon to comment on their working.

84. Depôts for the sale of books in accordance with the Oudh system have been, or are being, opened in the following districts:—Jaunpur, Fatehpur, Muttra, Agra, Etawáh, Farukhabad, Jhánsi, Jalaun, Bánda, Gorakhpur, Basti, Azamgarh, Benares, Gházipur, Ballia, Bijnor, Budaun, Moradabad, Pilibhít, Saháranpur, Muzaffarnagar, Meerut, Bulandshahr, Garhwál and Naini Tál. In Allahabad the District Board decided not to open a Book Depot, as sufficient provision exists in the city for the sale of books to teachers. The District Boards of Etah and Mainpuri have also decided not to open book depôts, and in Mirzapur and Cawnpore they were thought unnecessary, but the Deputy Inspectors' private shops have been closed.

ALLAHABAD:
The 30th August 1901.

W. N. BOUTFLOWER,
Offg. Director of Public Instruction
N. W. Provinces and Oudh.

GENERAL TABLES Nos. I—VIII.

I.—Abstract of number of institutions and attendance.
II.—Abstract of expenditure.
III.—Details of institutions and attendance.
IIIA.—Number of Scholars on the 31st March 1901, classified according to sex, race, or creed.
IV.—Details of expenditure.
V.—Classification of scholars.
VI.—Results of examinations.
VII.—Distribution of Local and Municipal expenditure.
VIII.—Return showing attendance and expenditure in hostels for males and females.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of institutions and attendance.
IV.—Details of expenditure.
V.—Classification of scholars.

APPENDICES.

I.—The distribution of indirect expenditure from all sources on the different kinds of education during the year 1900-1901.
II.—Statement showing percentage of children under instruction.
III.—Aided vernacular primary schools.
IV.—Female education—native.
V.—Anglo-vernacular schools and colleges.
VI.—Primary vernacular schools for girls.
VII.—Aided vernacular primary schools for girls.
VIII.—Unaided vernacular primary schools for girls.

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the North-Western Provinces and Oudh at the end of the official year 1900-1901.

(For details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.	Advanced.	Elementary.		
Total area in square miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			Institutions. For Males.	24	10	502	6,651	4	47	7,238	1,224	4,821	13,283	12·51 Institutions to number of towns and villages.
			Institutions. For Females.	4	...	44	331	2	1	382	4	251	637	·60
			Total ...	28	10	546	6,982	6	48	7,620	1,228	5,072	13,920	13·11
107,502	Towns 484 Villages 105,716 Total ... 106,200	Males 24,620,961 Females 23,075,161 Total ... 47,696,122												
			Scholars. Males ...	1,670	728	66,803	2,62,659	445	2,840	3,35,145	18,069	58,971	4,12,185	11·16 Male scholars to male population of school-going age.
			Scholars. Females ...	27	...	3,467	13,737	103	99	17,433	119	3,762	21,314	·62 Female scholars to female population of school-going age.
			Total ...	1,697	728	70,270	276,396	548	2,939	352,578	18,188	62,733	433,499	6·06

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1900-1901.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.									Total Expenditure on Public Instruction.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings	Special Grants for Furniture and Apparatus.	Boarding Houses.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7.	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions, For Males ...	3,90,795	2,59,043	1,250,317	7,65,650	52,687	86,190	2,804,682	49,184	43,555	2,52,253	1,08,868	4,51,179	81,852	308,301	74,582	13,69,774	45,55,253
1. Institutions, For Females.	8,395	...	2,61,681	97,625	13,096	...	3,80,797	...	...	...	...	...	...	...	...	...	...
Total ...	3,99,190	2,59,043	1,511,998	8,63,275	65,783	86,190	3,185,479	49,184	43,555	2,52,253	1,08,863	4,51,179	18,852	3,08,301	74,582	13,69,774	45,55,253
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—18 to Total Provincial Expenditure on Public Instruction ...	16·0	21·5	14·6	·8	·3	5·2	58·4	...	4·0	10·2	2·4	20·2	3·3	1·5	...	41·6	100·0
(*b*)—Percentages of Local Fund Expenditure included in columns 2—18 to Total Local Fund Expenditure on Public Instruction ...	·1	...	23·8	47·0	3·8	1·0	75·7	...	...	9·8	1·3	9·7	·8	1·3	1·4	24·3	100·0
(*c*)—Percentages of Municipal Expenditure included in columns 2—18 to Total Municipal Expenditure on Public Instruction ...	4·3	...	57·5	28·9	...	·0	90·7	...	...	...	2·8	3·9	·7	1·2	·7	9·3	100·0
(*d*)—Percentages on Total Expenditure on columns 2—18 to Total Expenditure on Public Instruction ...	8·7	5·7	33·2	19·0	1·4	1·9	69·9	1·1	1·0	5·5	2·4	9·9	1·8	6·8	1·6	30·1	100·0

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the North-Western Provinces and Oudh, for the official year 1900-1901—(concluded).

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.						
	University Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
3. Average annual cost of educating each pupil in—							
Government Institutions. Cost to Provincial Revenues.	168 9 3	554 0 10	3 12 1	0 4 2	...	25 12 10	33 13 1
Government Institutions. Cost to Local and Municipal Funds.	2 8 4	...	17 2 8	5 7 11	118 5 2	6 0 0	16 1 7
Total Cost ...	213 12 4	573 7 7	38 10 5	10 2 4	119 3 3	36 9 2	64 13 5
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...
Local Fund Schools. Cost to Local Funds.	...	...	3 15 3	3 2 8	...	7 11 4	3 4 9
Total Cost ...	...	...	6 0 2	3 6 5	...	15 12 3	3 13 4
Municipal Schools. Cost to Provincial Revenues.	...	...	0 1 3	...	...	...	0 0 4
Municipal Schools. Cost to Municipal Funds.	...	...	8 7 6	3 10 5	...	...	4 15 9
Total Cost ...	...	...	17 8 0	3 14 8	...	...	7 10 9
Aided Institutions. Cost to Provincial Revenues.	69 3 9	...	6 12 3	0 2 0	28 9 7	...	2 1 11
Aided Institutions. Cost to Local and Municipal Funds.	5 14 8	...	5 7 8	1 7 1	19 5 10	4 2 5	2 5 4
Total Cost ...	226 9 6	62 4 11	39 7 1	2 11 9	122 6 3	14 4 7	12 7 3
Unaided Institutions, Total Cost.	203 11 4	44 8 3	48 3 8	5 14 10	...	10 5 9	42 1 9
All Institutions. Cost to Provincial Revenues.	96 1 7	335 4 3	2 5 3	0 0 7	5 9 2	22 2 3	1 14 5
All Institutions. Cost to Local and Municipal Funds.	3 10 8	...	5 15 3	2 11 1	99 0 7	5 11 3	3 8 7
Total Cost ...	218 0 3	367 15 4	21 15 2	3 4 5	119 13 2	33 5 1	9 6 10

GENERAL TABLE III.

Return of Colleges, Schools, and Scholars in the North-Western Provinces and Oudh, for the official year 1900-1901.

Class of institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English	3	290	320	261	...	...	...	...
COLLEGIATE EDUCATION. Oriental	2	384	380	375	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
COLLEGIATE EDUCATION. Law	2	92	90	74	...	...	...	...
COLLEGIATE EDUCATION. Engineering	1	317	314	307	...	...	...	...
Teaching	1	22	22	21	...	...	...	...
Total	**9**	**1,105**	**1,126**	**1,038**	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	34	6,239	6,551	5,642	1	129	128	97
For Boys — Middle Schools — English	10	1,000	977	803	15	1,298	1,276	1,054
For Boys — Middle Schools — Vernacular	5	360	335	250	285	37,930	36,166	29,044
For Girls — High Schools	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	2	69	59	44
Total	**49**	**7,599**	**7,863**	**6,695**	**303**	**39,426**	**37,629**	**30,239**
Primary Schools.								
For Boys	17	1,305	1,395	1,212	4,385	1,91,901	1,82,031	1,43,197
For Girls	...	...	...	...	152	4,098	3,959	2,983
Total	**17**	**1,305**	**1,395**	**1,212**	**4,537**	**1,95,999**	**1,85,990**	**1,46,180**
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	4	445	442	419	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...
Medical Schools	2	237	226	222	...	...	...	...
Industrial Schools	1	155	139	118	...	...	...	...
Other Schools	40	2,154	1,855	1,458	1	89	85	58
Total	**47**	**2,991**	**2,662**	**2,217**	**1**	**89**	**85**	**58**
Total of Colleges and Schools of Public Instruction.	**122**	**13,000**	**13,046**	**11,162**	**4,841**	**2,35,514**	**2,23,704**	**1,76,477**

GENERAL

Return of Colleges, Schools *and* Scholars *in th*

Class of Institutions.	Under Private Management.								Grand total of public institutions	Grand total of scholars the 31s of March
	Aided by Government or by Local Fund or Municipal Boards.				Unaided.					
	Number of institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
1	10	11	12	13	14	15	16	17	18	19
COLLEGIATE EDUCATION.										
Arts Colleges.										
English	7	677	775	630	14	281	294	259	24	1,248
Oriental	2	65	62	46	...	...	...	...	4	449
Colleges or Departments of Colleges for Professional Training.										
Law	2	136	133	106	4	161	145	124	8	389
Engineering ...	...	...	...	...	...	...	...	...	1	317
Teaching	...	...	...	...	...	...	...	...	1	22
Total ...	**11**	**878**	**970**	**782**	**18**	**442**	**439**	**383**	**38**	**2,425**
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
For Boys. High Schools ...	53	9,568	9,968	8,482	13	1,656	1,646	1,419	101	17,592
For Boys. Middle Schools. English,	46	5,200	5,151	4,250	28	2,275	2,088	1,645	99	9,773
For Boys. Middle Schools. Vernacular.	10	979	938	767	2	112	125	90	302	39,381
For Girls. High Schools ...	17	1,562	1,571	1,441	2	107	138	129	19	1,669
For Girls. Middle Schools. English	20	1,687	1,674	1,560	3	99	99	90	23	1,786
For Girls. Middle Schools. Vernacular.	...	...	...	...	...	...	...	...	2	69
Total ...	**146**	**18,996**	**19,302**	**16,500**	**48**	**4,249**	**4,096**	**3,373**	**546**	**70,270**
Primary Schools.										
For Boys	2,198	69,918	67,204	54,064	51	1,709	1,548	1,183	6,651	2,64,833
For Girls	165	7,027	6,793	5,256	14	438	385	314	331	11,563
Total ...	**2,363**	**76,945**	**73,997**	**59,320**	**65**	**2,147**	**1,933**	**1,497**	**6,982**	**2,76,396**
Schools for Special Instruction.										
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters.	...	...	...	...	...	...	...	...	4	445
Training Schools for Mistresses.	2	103	107	103	...	...	...	...	2	103
Medical Schools ...	...	...	...	...	...	...	...	...	2	237
Industrial Schools ...	1	139	139	125	...	...	...	...	2	294
Other Schools ...	1	69	49	40	2	96	94	74	44	2,408
Total ..	**4**	**311**	**295**	**268**	**2**	**96**	**94**	**74**	**54**	**3,487**
Total of Colleges and Schools of Public Instruction.	**2,524**	**97,130**	**94,564**	**76,870**	**133**	**6,934**	**6,562**	**5,327**	**7,620**	**3,52,578**
PRIVATE INSTITUTIONS ... (1) *Advanced teaching*— (*a*) Arabic or Persian									876	12,092
(*b*) Sanskrit									352	6,096
(*c*) Any other oriental classic...									...	...
(2) Elementary, teaching a vernacular only or mainly — For Boys ...									3,387	43,999
(2) Elementary, teaching a vernacular only or mainly — „ Girls ...									99	1,983
(3) Elementary, teaching the Koran — For Boys ...									1 434	15,549
(3) Elementary, teaching the Koran — „ Girls ...									152	1,202
Total ...									6,300	80,921
GRAND TOTAL ...									13,920	4,33,499

TABLE III.

North-Western Provinces and Oudh, for the official year 1900-1901—(concluded).

Number of scholars on the 31st of March learning						Number of girls in boys' schools.	Number of boys in girls' schools.
English.		A classical language.		A vernacular language.			
Males.	Females.	Males.	Females.	Males.	Females.		
20	21	22	23	24	25	26	27
1,200	27	615	18	5	...	...	...
43	...	449	...	...	...	...	...
389	...	...	...	...	...	...	...
317	...	...	...	...	...	...	...
22	...	5	...	...	...	...	...
1,071	27	1,069	18	5	...	...	...
14,878	119	7,683	2	12,031	14	119	...
6,013	72	2,336	...	8,227	29	72	...
8	...	55	...	39,226	100	100	...
93	1,469	...	379	37	972	...	102
189	901	...	61	141	1,640	...	246
...	...	...	24	...	69	...	...
21,181	2,561	10,074	466	59,662	2,824	291	348
685	98	469	...	2,61,678	2,486	2,545	...
198	498	...	40	261	10,922	...	371
883	596	469	40	2,61,939	13,408	2,545	371
...	...	...	...	890	...	...	...
...	103	...	...	...	186	...	...
...	...	...	...	183	54	...	...
155	...	...	...	249	45	45	...
41	...	204	...	2,163	...	...	...
196	103	204	...	3,485	285	45	...
24,231	3,287	11,816	524	3,25,091	16,517	2,881	719
...	...	12,075	17	...	...	32	...
...	...	6,026	70	...	...		...
...	...	...	...	...	...	...	...
1,990	...	3,395	6	38,404	221	254	...
...	31	...	62	33	1,888	...	33
...	...	15,126	423	...	...	423	...
...	...	67	1,135	...	...	...	67
1,990	31	36689	1,713	38,437	2,109	709	100
26,221	3,318	48505	2,237	3,63,528	18,626	3,590	819

GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1901, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.
COLLEGIATE EDUCATION—							
Arts Colleges—							
English ...	Male ...	24	38	948	208	1	2
	Female ...	24	3	...	...	...	...
Oriental ...	Male ...	...	...	405	44	...	...
	Female ...	...	...	...	...	...	...
Colleges for Professional training—							
Law ...	Male ...	1	3	294	90	1	...
	Female ...	...	...	...	...	...	...
Medicine ...	Male ...	..	...	...	...	...	...
	Female ...	...	...	...	...	...	...
Engineering ...	Male ...	61	1	206	49	...	...
	Female ...	...	...	...	...	...	...
Teaching ...	Male ...	...	2	19	1	...	...
	Female ...	...	...	...	...	...	...
Agriculture ...	Male ...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...
	Total ...	**110**	**47**	**1,872**	**392**	**2**	**2**
SCHOOL EDUCATION—GENERAL—							
Secondary Schools—							
For boys—							
High Schools...	Male ...	1,711	562	11,749	3,417	8	26
	Female ...	119	...	...	...	...	...
Middle Schools—							
English ...	Male ...	129	730	6,626	2,204	3	9
	Female ...	72	...	...	...	...	...
Vernacular ...	Male ...	...	191	29,936	9,147	...	7
	Female ...	...	...	62	38	...	...
For Girls—							
High Schools...	Male ...	93	9	...	...	...	...
	Female ...	1,046	497	1	4	3	16
Middle Schools—							
English ...	Male ...	164	76	1	2	...	3
	Female ...	264	1,253	12	9	...	2
Vernacular ...	Male ...	...	...	...	...	...	...
	Female ...	...	...	40	29	...	...
	Total ...	**3,598**	**3,318**	**48,427**	**14,850**	**14**	**63**
Primary Schools—							
For boys ...	Male ...	131	560	225,994	35,585	...	18
	Female ...	95	1	1,891	555	...	3
For Girls ...	Male ...	127	91	129	24	...	...
	Female ...	169	1,211	7,328	2,482	...	2
	Total ...	**522**	**1,863**	**235,342**	**38,646**	**...**	**23**

NOTE.—There were no Buddhists.

GENERAL TABLE IIIA.

Number of Scholars on the 31*st March* 1901, *classified according to sex, race, or creed*—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.
SCHOOL EDUCATION—SPECIAL							
Schools for Special Instruction—							
Training Schools ...	Male ...	...	...	378	67	...	...
	Female ...	10	93	...	...	...	...
Schools of Art ...	Male ...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...
Law Schools ...	Male ...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...
Medical Schools ...	Male ...	...	18	125	40	...	...
	Female ...	3	38	8	5	...	...
Engineering and Surveying Schools.	Male ...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...
Industrial Schools ...	Male ...	...	94	80	75	...	...
	Female ...	...	45	...	...	...	...
Other Schools ...	Male ...	...	1	2,202	205	...	...
	Female ...	...	...	...	...	...	...
Total ...		**13**	**289**	**2,793**	**392**	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		**4,243**	**5,517**	**288,434**	**54,280**	**16**	**88**
PRIVATE INSTITUTIONS—							
1. ADVANCED TEACHING—							
(*a*) Arabic or Persian ...	Male ...	...	...	2,533	9,516	...	...
	Female ...	...	...	16	27	...	...
(*b*) Sanskrit	Male ...	...	...	6,019	1	...	...
	Female ...	...	...	76	...	...	...
(*c*) Any other Oriental Classic.	Male ...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A—VERNACULAR ONLY OR MAINLY.							
For Boys	Male ...	...	726	34,130	8,869	...	20
	Female ...	...	11	113	130	...	...
For Girls	Male ...	...	14	1	18	...	...
	Female ...	...	445	1,146	359	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY.							
For Boys	Male ...	...	...	7	15,119	...	...
	Female ...	...	...	...	423	...	...
For Girls	Male ...	...	...	...	67	...	...
	Female ...	...	...	...	1,135	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.							
For Boys	Male ...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...
For Girls	Male ...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...
Total of Private Institutions ...		...	**1,196**	**44,041**	**35,664**	...	**20**
GRAND TOTAL ...		**4,243**	**6,713**	**332,475**	**89,944**	**16**	**108**

GENERAL

Return of Expenditure on Public Instruction in the

	Objects of Expenditure.	Under Public Managed by Government.						
						All other sources.		
		Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Private.	Public.* Contribution from Native States.	Total.
	1	2	3	4	5	6	7	8
	Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.	English	1,03,498	1,565	200	28,336	1,059	...	1,34,658
	Oriental	14,508	...	...	...	474	...	14,982
	Colleges or Departments of Colleges for Professional Training.							
	Law	2,219	...	...	5,881	...	...	8,100
	Engineering	2,17,435	...	...	2,006	387	...	2,19,828
	Teaching	16,373	...	...	...	...	...	16,373
	Total ...	**3,54,033**	**1,565**	**200**	**36,223**	**1,920**	**...**	**3,93,941**
School Education, General.	*Secondary Schools.*							
	For Boys, High Schools ...	29,528	97,988	12,883	1,21,212	5,672	...	2,67,283
	For Boys, Middle Schools. English ...	...	16,255	2,904	9,699	1,408	...	30,266
	For Boys, Middle Schools. Vernacular,	...	4,491	476	1,380	...	...	6,347
	For Girls, High Schools ...	...	...	...	...	...	...	...
	For Girls, Middle Schools. English ...	...	...	...	...	...	...	...
	For Girls, Middle Schools. Vernacular,	...	...	...	...	...	...	...
	Total ...	**29,528**	**1,18,734**	**16,263**	**1,32,291**	**7,080**	**...**	**3,03,896**
	Primary Schools.							
	For Boys	364	5,688	1,978	6,077	48	...	14,155
	For Girls	...	...	...	...	...	...	...
	Total ...	**364**	**5,688**	**1,978**	**6,077**	**48**	**...**	**14,155**
School Education, Special.	*Schools for Special Instruction.*							
	Training Schools for Masters ...	...	52,298	...	...	210	179	52,687
	Training Schools for Mistresses ...	...	...	...	...	...	...	...
	Medical Schools	29,070	...	...	...	240	...	29,310
	Industrial Schools	8,353	...	...	824	378	...	9,555
	Other Schools	19,854	13,324	...	8,980	167	...	42,325
	Total ...	**57,277**	**65,622**	**...**	**9,804**	**995**	**179**	**1,33,877**
	Buildings...	2,18,638	24,814	...	...	113	...	2,43,565
	Furniture and apparatus (Special grants only).	36,471	516	50	49	80	...	37,166
	Total ...	**2,55,109**	**25,330**	**50**	**49**	**193**	**...**	**2,80,731**
	University	...	...	...	...	...	...	...
	Direction	...	...	...	...	...	...	...
	Inspection...	...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...	...
	Professional Colleges	..	...	...	...	..	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	..
	Medical Schools	...	...	...	...	...	...	..
	Technical Schools	..	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...	...
	Boarding-houses	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
	Total Expenditure on Public Instruction.	**6,93,311**	**2,16,939**	**18,491**	**1,84,444**	**10,236**	**179**	**11,26,600**

TABLE IV.

North-Western Provinces and Oudh for the official year 1900-1901.

Public Institutions. Management.	Managed by Local Fund and Municipal Boards						Under Private Management. Aided by Government or by Local Fund or Municipal Boards			
				All other sources.						
Provincial Revenues.	Local Funds	Municipal Funds	Fees.	Private.	Public.* Contribution from Native States.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	56,998	...	4,864	51,208
...	...	...	...	...	...	...	952	60	29	9
...	...	...	...	...	...	...	...	...	...	8,287
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	**57,950**	**60**	**4,893**	**59,504**
...	1,521	556	1,993	143	...	4,213	77,048	45,653	17,552	1,75,918
156	1,407	12,356	11,543	72	...	25,534	6,447	18,265	7,826	34,396
...	1,40,496	11,455	64,967	1,061	...	2,17,979	...	2,100	740	1,082
...	...	...	...	...	...	...	36,394	4,592	330	61,500
...	...	...	...	...	...	...	10,663	8,160	587	6,652
...	760	721	...	...	...	1,481	...	...	...	...
156	**1,44,184**	**25,088**	**78,503**	**1,276**	...	**2,49,207**	**1,30,552**	**78,770**	**27,035**	**2,79,548**
...	5,58,125	16,679	37,522	2,866	240	6,15,432	3,198	81,770	8,037	11,534
...	14,863	4,876	...	35	...	19,774	5,883	14,247	2,763	5,187
...	**5,72,988**	**21,555**	**37,522**	**2,901**	**240**	**6,35,206**	**9 081**	**96,017**	**10,800**	**16,721**
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3,060	2,7 2	...	1,844
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	600	...	22
...	655	...	...	685	...	1,340	...	120	60	...
...	**655**	...	...	**685**	...	1,340	**3,060**	**2,792**	**60**	**1,866**
...	1,13,713	2,048	74	165	...	1,16,000	3,000	341	2,548	9,960
...	11,015	220	71	45	...	11,351	120	25	556	7,696
...	1,24,728	2,268	145	210	...	1,27,351	3,120	366	3,104	17,656
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
156	**8,42,555**	**48,911**	**1,16,170**	**5,072**	**240**	**10,13,104**	**2,03,763**	**1,7 ,005**	**45,892**	**3,75,295**

* No Expenditure from Imperial contribution.

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public					Under Private	Un
	Aided by Government or by Local Fund or Municipal Boards.						
	All other sources.					All other	
	Private.	Public.		Total.	Fees.	Private.	
		Imperial contribution.	Contribution from native states.				
1	20	21	22	23	24	25	
	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	
Collegiate Education.							
Arts Colleges.							
English	62,560	...	11,293	1,86,923	13,154	44,737	
Oriental	1,686	...	...	2,736	...	...	
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	8,287	5,085	...	
Engineering	...	...	...	...	...	...	
Teaching	...	...	...	...	...	...	
Total ...	**64,246**	**...**	**11,293**	**1,97,946**	**18,239**	**44,737**	
School Education, General.							
Secondary Schools.							
For Boys, High Schools ...	98,968	...	3,357	4,18,496	51,909	85,163	
For Boys, Middle Schools. English ...	26,722	...	...	93,656	9,524	22,622	
For Boys, Middle Schools. Vernacular,	10,910	...	...	14,832	340	153	
For Girls, High Schools ...	67,861	...	...	1,70,677	23,000	...	
For Girls, Middle Schools. English ...	37,619	...	...	63,681	216	2,626	
For Girls, Middle Schools. Vernacular,	...	...	...	...	...	...	
Total ...	**2,42,080**	**...**	**3,357**	**7,61,342**	**84,989**	**1,10,564**	
Primary Schools.							
For Boys	24,436	1,800	...	1,30,775	75	4,346	
For Girls	41,068	2,533	...	71,681	488	5,682	
Total ...	**65,504**	**4,333**	**...**	**2,02,456**	**563**	**10,028**	
School Education, Special.							
Schools for Special Instruction.							
Training Schools for Masters ...	...	...	...	...	...	...	
Training Schools for Mistresses ...	6,120	...	...	13,096	...	...	
Medical Schools	...	...	...	...	...	...	
Industrial Schools	1,774	...	...	2,396	...	...	
Other Schools	110	...	...	290	5	969	
Total ...	**8,004**	**...**	**...**	**15,782**	**5**	**969**	
Buildings	31,319	...	...	47,168	3,503	40,343	
Furniture and apparatus (Special grants only).	15,650	...	...	24,047	4,806	4,482	
Total ...	**46,969**	**...**	**...**	**71,215**	**8,309**	**45,425**	
Scholarships held in							
University	...	...	...	...	...	...	
Direction	...	...	...	...	...	...	
Inspection	...	...	...	...	...	...	
Arts Colleges	...	...	...	...	...	...	
Professional Colleges	...	...	...	...	...	...	
Secondary Schools	...	...	...	...	...	...	
Primary Schools	...	...	...	...	...	...	
Medical Schools	...	...	...	...	...	...	
Technical Schools	...	...	...	...	...	...	
Other Schools	...	...	...	...	...	...	
Boarding-Houses	...	...	...	...	...	...	
Miscellaneous	...	...	...	...	...	...	
Total ...	**...**	**...**	**...**	**...**	**...**	**...**	
Total, Expenditure on Public Instruction.	**4,26,803**	**4,333**	**14,650**	**12,48,741**	**1,12,105**	**2,11,723**	

TABLE IV.

North-Western Provinces and Oudh, for the official year 1900-1901—(concluded).

Institutions.		Total expenditure from							
Management.						All other sources			
aided.						Public.			
sources.									
Public.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Private.	Imperial contribution.	Contribution from native states.	Grand Total.
Contribution from native states.									
26	27	28	29	30	31	32	33	34	35
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,000	59,891	1,60,496	1,565	5,064	92,398	1,08,356	...	13,293	3,81,472
...	...	15,460	60	29	9	2,160	...	...	17,718
1,370	6,455	2,219	...	...	19,253	...	...	1,370	22,842
...	...	2,17,435	...	...	2,006	387	...	...	2,19,828
...	...	16,373	...	...	...	...	...	...	16,373
3,370	**66,346**	**4,11,983**	**1,625**	**5,093**	**1,13,966**	**1,10,903**	**...**	**14,663**	**6,58,233**
2,000	1,39,072	1,06,576	1,45,162	30,991	3,51,032	1,89,946	...	5,357	8,29,064
...	32,146	6,603	35,927	23,086	65,162	50,824	...	...	1,81,602
...	493	...	1,47,087	12,671	67,769	12,124	...	...	2,39,651
...	23,000	36,394	4,592	330	84,500	67,861	...	...	1,93,677
...	2,842	10,663	8,160	587	6,868	40,245	...	...	66,523
...	...	...	760	721	...	...	...	...	1,481
2,000	**1,97,553**	**1,60,236**	**3,41,688**	**68,386**	**5,75,331**	**3,61,000**	**...**	**5,357**	**15,11,998**
867	5,288	3,562	6,45,583	26,694	55,208	31,696	1,800	1,107	7,65,650
...	6,170	5,883	29,110	7,639	5,675	46,785	2,533	...	97,625
867	**11,458**	**9,445**	**6,74,693**	**34,333**	**60,883**	**78,481**	**4,333**	**1,107**	**8,63,275**
...	...	...	52,298	...	...	210	...	179	52,687
...	...	3,060	2,072	...	1,844	6,120	...	...	13,096
...	...	29,070	...	...	...	240	...	...	29,310
...	...	8,353	600	...	846	2,152	...	...	11,951
...	974	19,854	14,099	60	8,985	1,931	...	...	44,929
...	**974**	**60,337**	**69,069**	**60**	**11,675**	**10,653**	**...**	**179**	**1,51,973**
...	44,446	2,21,638	1,38,868	4,596	13,537	72,540	...	...	4,51,179
...	9,288	36,591	11,556	826	12,622	20,257	...	...	81,852
...	**53,734**	**2,58,229**	**1,50,424**	**5,422**	**26,159**	**92,797**	**...**	**...**	**5,33,031**
...	...	...	...	...	49,184	...	...	...	49,184
...	...	43,555	...	...	...	...	...	...	43,555
...	...	1,12,321	1,39,932	...	...	...	...	...	2,52,253
...	...	11,313	107	960	2,356	22,907	...	680	38,323
...	...	450	...	...	...	...	...	...	450
...	...	7,728	18,755	2,385	2,462	25,099	...	110	56,539
...	...	...	28	...	...	70	...	...	98
...	...	5,610	...	...	...	5,312	...	...	10,922
...	...	780	220	...	...	300	...	240	1,540
...	...	876	...	...	...	120	...	...	996
...	...	16,376	18,817	1,436	1,46,507	1,16,562	...	8,603	3,08,301
...	...	...	20,292	801	37,914	14,125	450	1,000	74,582
...	...	**1,99,009**	**1,98,151**	**5,582**	**2,38,423**	**1,84,495**	**450**	**10,633**	**8,36,743**
6,237	**3,30,065**	**10,99,239**	**14,35,650**	**1,18,876**	**10,26,437**	**8,38,329**	**4,783**	**31,939**	**45,55,253**

GENERAL

Return of the stages of Instruction of pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Government	English	44	7,239	979	...	979	4,031	...	4,031
		Vernacular	5	360	...	...	...	62	...	62
	Local Fund,	English	...	...	...	...	...	...	...	...
		Vernacular	281	37,310	...	...	...	7,421	...	7,421
	Municipal	English	16	1,427	11	...	11	489	...	489
		Vernacular	4	620	...	...	...	101	...	101
	Aided	English	99	14,768	1,241	17	1,258	5,102	47	5,149
		Vernacular	10	979	...	...	...	125	...	125
	Unaided	English	41	3,931	259	...	259	1,427	...	1,427
		Vernacular	2	112	...	...	...	33	...	33
	Total		**502**	**66,746**	**2,490**	**17**	**2,507**	**18,791**	**47**	**18,838**
For Girls.	Government,	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund,	English	...	...	...	...	...	...	...	...
		Vernacular	1	45	...	...	...	...	5	5
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	1	24	...	...	...	...	24	24
	Aided	English	37	3,249	...	130	130	12	556	568
		Vernacular	...	...	...	...	...	...	...	...
	Unaided	English	5	206	...	11	11	2	57	59
		Vernacular	...	...	...	...	...	...	...	...
	Total		**44**	**3,524**	...	**141**	**141**	**14**	**642**	**656**
Total, Secondary Schools			**546**	**70,270**	**2,490**	**158**	**2,648**	**18,805**	**689**	**19,494**
Primary Schools—										
For Boys.	Government		17	1,305	...	...	...	...	...	...
	Local Fund		4,284	187,156	...	...	...	...	...	...
	Municipal		101	4,745	...	...	...	...	...	...
	Aided		2,198	69,918	...	...	...	...	...	...
	Unaided		51	1,709	...	...	...	...	...	...
	Total		**6,651**	**264,833**	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	Local Fund		125	3,343	...	...	...	...	...	...
	Municipal		27	755	...	...	...	...	...	...
	Aided		165	7,027	...	...	...	...	...	...
	Unaided		14	438	...	...	...	...	...	...
	Total		**331**	**11,563**	...	...	...	...	...	...
Total, Primary Schools			**6,982**	**276,396**	...	...	...	...	...	...
GRAND TOTAL			**7,528**	**346,666**	**2,490**	**158**	**2,648**	**18,805**	**689**	**19,494**

TABLE V.

in the North-Western Provinces and Oudh, at the end of the official year 1900-1901.

Upper Primary Stage.			Lower Primary Stage.						Total.		
[illegible] all pupils who [illegible]ed beyond the [illegible]rimary Stage, [illegible] not passed [illegible] the Upper [illegible]y Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
[illegible]	[illegible]irls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
[illegible]56	...	1,456	742	...	742	31	...	31	7,239	...	7,239
[illegible]78	...	78	212	...	212	8	...	8	360	...	360
...	...	...	...	...	...	...	...	...	...	...	...
8,537	...	8,537	20,793	100	20,893	459	...	459	37,210	100	37,310
442	...	442	438	...	438	47	...	47	1,427	...	1,427
131	...	131	373	...	373	15	...	15	620	...	620
3,525	65	3,590	4,496	38	4,534	213	24	237	14,577	191	14,768
176	...	176	592	...	592	86	...	86	979	...	979
1,058	...	1,058	1,132	...	1,132	55	...	55	3,931	...	3,931
46	...	46	27	...	27	6	...	6	112	...	112
15,449	**65**	**15,514**	**28,805**	**138**	**28,943**	**920**	**24**	**944**	**66,455**	**291**	**66,746**
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	9	9	...	12	12	...	19	19	...	45	45
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	24	24
58	631	689	150	1,252	1,402	103	357	460	323	2,926	3,249
...	...	...	...	...	...	...	...	...	...	...	...
6	43	49	7	56	63	10	14	24	25	181	206
...	...	...	...	...	...	...	...	...	...	...	...
64	**683**	**747**	**157**	**1,320**	**1,477**	**113**	**390**	**503**	**348**	**3,176**	**3,524**
15,513	**748**	**16,261**	**28,962**	**1,458**	**30,420**	**1,033**	**414**	**1,447**	**66,803**	**3,467**	**70,270**
379	...	379	926	...	926	...	...	...	1,305	...	1,305
23,131	4	23,135	151,772	1,818	153,590	10,249	182	10,431	185,152	2,004	187,156
203	...	203	4,020	18	4,038	504	...	504	4,727	18	4,745
3,024	23	3,047	56,840	440	57,280	9,544	47	9,591	69,408	510	69,918
160	3	163	1,330	10	1,340	206	...	206	1,696	13	1,709
26,897	**30**	**26,927**	**214,888**	**2,286**	**217,174**	**20,503**	**229**	**20,732**	**262,288**	**2,545**	**264,833**
...	...	...	...	...	...	...	...	...	...	...	...
...	83	83	...	3,062	3,062	...	198	198	...	3,343	3,343
...	43	43	...	655	655	...	57	57	...	755	755
24	323	347	285	5,245	5,530	49	1,101	1,150	358	6,669	7,027
3	46	49	2	301	303	8	78	86	13	425	438
27	**495**	**522**	**287**	**9,263**	**9,550**	**57**	**1,434**	**1,491**	**371**	**11,192**	**11,563**
26,924	**525**	**27,449**	**215,175**	**11,549**	**226,724**	**20,560**	**1,663**	**22,223**	**262,659**	**13,737**	**276,396**
42,437	**1,273**	**43,710**	**244,137**	**13,007**	**257,144**	**21,593**	**2,077**	**23,670**	**329,462**	**17,204**	**346,666**

GENERAL

Return showing the **Results of Prescribed Examinations** *in*

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students	Total
1	2	3	4	5	6	7	8		
ARTS COLLEGES.									
1. Master of Arts	2	3	...	5	10	12	...		
2. Doctor of Science	1	2	1	4	6	2	2		
3. Bachelor of Arts	2	6	3	11	95	138	31		
4. Bachelor of Science	2	1	...	3	2	2	...		
5. Intermediate Examination	3	7	13	23	76	303	137		
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	...	...	...		
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...		
3. Honours in Sanskrit	1	1	...	2	108	2	...		
„ „ Arabic	...	...	...	...	...	...	...		
„ „ Persian	...	...	...	...	...	...	...		
4. High Proficiency in Sanskrit	3	5	30	38	90	21	83		
„ „ „ Arabic	...	...	...	...	...	...	...	...	
„ „ „ Persian	...	...	...	...	...	...	...	...	
5. Proficiency in Sanskrit	4	7	30	41	25	25	108	2	
„ „ Arabic	1	2	1	4	1	3	1	2	
„ „ Persian	...	...	...	...	...	...	...	...	...
„ „ Urdu	7	14	6	27	25	58	20	12	11
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Honors in Law	...	...	...	...	...	...	...	1	1
3. Bachelor of Law	2	6	1	9	19	38	1	...	58
Medicine									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. L. M. S.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
					12	...	...	...	12
					1	...	...	...	1
Engineering.					35	...	...	...	35
					57	...	...	...	57
					4	...	...	...	4
1. M. C. E.									
2. B. C. E.	1	...	...	1	7	...	...	...	7
3. L. C. E.									
4. First L. C. E.									
					20	...	...	...	20
					8	...	...	...	8
Teaching.					9	...	...	...	9
					411	...	...	...	411
1. Licentiate in Teaching	1	...	...	1	15	...	...	...	15
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... ... Boys ...	35	50	12	97	648	687	119	335	1,789
Girls ...	...	15	3	18	...	62	9	...	71
Middle School Examination, ... Boys ...	360	93	71	524	3,735	1,045	413	842	6,035
Girls ...	2	27	3	32	6	151	13	2	172
Upper Primary Examination ... Boys ...	1,912	282	50	2,244	12,020	2,078	471	320	14,889
Girls ...	12	51	4	67	10	480	23	1	514
Lower Primary Examination ... Boys ...	4,282	1,255	53	5,590	24,718	5,341	380	...	30,439
Girls ...	77	65	3	145	130	740	28	...	898
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. Upper ...	4	...	...	4	215	...	...	28	243
Lower ...									
2. Training School Examination for Mistresses. Upper ...	...	1	...	1	...	8	...	...	8
Lower ...									
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Medical Examination	2	...	...	2	44	...	...	2	46
5. Examination in Engineering and Surveying ...	...	...	...	...	...	...	...	...	...
6. Industrial School Examinations ...	1	...	...	1	4	...	...	...	4

TABLE VI.

North-Western Provinces and Oudh during the official year 1900-1901.

Number passed.					Race or Creed of passed Scholars.								
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahman Hindus.	Buddhists.	Parsis.	Muhammadans.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
8	8	...	3	19	1	...	5	8	...	...	5	...	
5	2	2	...	9	...	...	...	7	...	...	1	1	
59	77	21	3	160	2	11	41	74	...	...	31	1	
1	1	...	...	2	...	...	...	2	...	...	...	...	
28	108	60	1	197	14	6	49	100	...	...	27	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
57	2	...	...	59	..	...	58	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
39	13	48	1	101	...	...	97	4	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
7	8	49	1	65	...	...	61	4	...	...	...	...	
...	3	1	...	4	...	...	...	...	...	...	4	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
18	37	16	7	78	1	1	10	47	...	...	18	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	1	1	...	...	1	...	...	...	...	...	
5	1	1	...	7	...	...	2	4	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
12	...	...	...	12	4	...	...	8	...	...	...	...	Civil Engineers.
1	...	...	...	1	...	...	1	...	...	...	...	...	Electrical Engineer.
35	...	...	...	35	21	...	1	9	...	...	4	...	Upper Subordinate.
57	...	...	...	57	...	...	6	40	...	...	11	...	Lower Subordinate.
4	...	...	...	4	..	...	1	3	...	...	...	...	Draftsmen and compositor.
7	...	...	...	7	7	...	...	...	...	...	...	...	British Military survey.
20	...	...	...	20	...	...	1	10	...	...	9	...	Native „ „
8	...	...	...	8	...	...	1	4	...	...	3	...	Mechanical apprentice.
9	...	...	...	9	...	...	1	3	...	...	5	...	Industrial.
198	...	...	...	198	26	...	12	126	...	...	34	...	College Entrance.
13	...	...	...	13	...	...	3	9	...	...	1	...	
321	341	57	36	755	70	12	166	383	...	...	122	2	
...	49	6	...	55	50	5	...	...	..	...	...	...	
2,606	477	162	222	3,467	85	22	815	1,881	664	...	...	...	
3	89	6	1	99	70	26	...	...	...	...	3	...	
8,397	1,365	273	131	10,166	189	119	2,363	5,821	...	...	1,672	2	
4	310	18	1	333	164	160	2	2	...	...	4	1	
19,729	3,768	250	2	23,749	142	190	6,217	13,885	2	1	3,310	2	
82	562	16	...	660	274	271	14	64	...	...	37	...	
174	...	...	13	187	...	...	91	70	...	...	26	...	
...	8	...	...	8	8	...	...	...	...	...	...	..	
...	...	...	...	...	..	...	...	...	...	...	...	...	
38	...	...	1	39	...	5	4	23	...	...	7	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1	...	...	...	1	...	...	...	...	...	...	1	...	

Roorkee College examinations.

GENERAL

Return showing the Distribution of Local Fund and Municipal expenditure

Objects of Expenditure.	Expenditure of Local Fund In Institutions managed by				
	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Local Funds.
1	2	3	4	5	6
					Rs.
COLLEGIATE EDUCATION. *Arts Colleges.* English ...	...	...	...	...	...
Oriental ...	...	...	...	...	...
Colleges or Departments of Colleges for professional Training.					
Law ...	...	...	...	...	...
Engineering ...	...	...	...	...	...
Teaching ...	...	...	...	...	...
Total ...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. *Secondary Schools.* For Boys. High Schools ...	...	...	...	...	...
For Boys. Middle Schools. English, Vernacular.	281	37,310	35,589	28,592	140,496
For Girls. High Schools ...	...	...	...	...	...
For Girls. Middle Schools. English, Vernacular.	1	45	39	27	280
Total ...	**282**	**37,355**	**35,628**	**28,619**	**140,776**
Primary Schools. For Boys ...	4,284	187,156	177,510	139,515	558,125
For Girls ...	125	3,343	3,245	2,453	14,587
Total ...	**4,409**	**190,499**	**180,755**	**141,968**	**572,712**
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.* Training Schools for Masters.	...	...	...	...	...
Training Schools for Mistresses.	...	...	...	...	...
Medical Schools ...	...	...	...	...	...
Industrial Schools ...	...	...	...	...	...
Other Schools ...	1	89	85	58	655
Total ...	**1**	**89**	**85**	**58**	**655**
Buildings	...	...	...	...	113,713
Furniture and Apparatus (Special Grants only).	...	...	...	...	11,015
Total ...	...	...	...	...	124,728
Inspection	...	...	...	...	...
Scholarships held in Arts Colleges ...	...	...	...	...	...
Professional Colleges.	...	...	...	...	...
Secondary Schools,	...	...	...	...	...
Primary Schools,	...	...	...	...	...
Technical Schools,	...	...	...	...	...
Training Schools,	...	...	...	...	...
Boarding Houses	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total ...	...	...	...	...	...
GRAND TOTAL ...	**4,692**	**227,943**	**216,468**	**170,645**	**838,871**

TABLE VII.

on Public Instruction in the North-Western Provinces and Oudh, for the official year 1900-1901.

Boards on Public Instruction. Local Fund Boards.					Institutions managed by—			
		All other sources.						
Municipal grants.	Fees.	Private.	Public. Contribution from Native States.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	1,565	...	...	1,565
...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	**...**	**...**	**...**	**...**	**1,565**	**...**	**60**	**1,625**
...	...	...	...	...	97,988	1,521	45,653	1,45,162
...	...	...	...	...	16,255	1,407	18,265	35,927
8,141	64,209	1,061	...	2,13,907	4,491	..	2,100	1,47,087
...	...	...	...	...	...	...	4,592	4,592
...	...	...	...	...	...	...	8,160	8,160
...	...	...	..	280	...	480	...	760
8,141	**64,209**	**1,061**	**...**	**2,14,187**	**1,18,734**	**3,408**	**78,770**	**3,41,688**
1,698	36,413	2,866	240	5,99,342	5,688	...	81,770	6,45,583
748	...	35	...	15,370	...	276	14,247	29,110
2,446	**36,413**	**2,901**	**240**	**6,14,712**	**5,688**	**276**	**96,017**	**6,74,693**
...	...	...	...	...	52,298	...	...	52,298
...	...	...	...	...	...	...	2,072	2,072
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	600	600
...	...	685	...	1,340	13,324	...	120	14,099
...	**...**	**685**	**...**	**1,340**	**65,622**	**...**	**2,792**	**69,069**
155	...	66	...	1,13,934	24,814	...	341	1,38,868
71	...	33	...	11,119	516	...	25	11,556
226	**...**	**99**	**...**	**1,25,053**	**25,330**	**...**	**366**	**1,50,424**
...	...	...	...	...	...	...	...	1,39,932
...	...	...	...	...	...	...	...	107
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	18,755
...	...	...	...	...	...	...	...	28
...	...	...	...	...	...	...	...	220
...	...	...	...	...	...	...	...	18,817
...	...	...	...	...	...	...	...	20,292
...	...	...	...	...	...	...	...	...
...	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**1,98,151**
10,813	**1,00622**	**4,746**	**240**	**9,55,292**	**2,16,939**	**3,684**	**1,78,005**	**14,35,650**

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.		Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of Municipal In Institutions managed by: Provincial Grants	Expenditure of Municipal In Institutions managed by: Municipal Rates.
1		16	17	18	19	20	21
Arts Colleges.						Rs.	Rs.
Collegiate Education.	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for professional Training.						
	Law	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
Total ...		...	...	...	...	...	...
Secondary Schools.							
School Education, General.	For Boys. High Schools ...	1	129	128	97	...	556
	For Boys. Middle Schools. English,	15	1,298	1,276	1,054	156	12,356
	For Boys. Middle Schools. Vernacular.	4	620	577	452	...	3,314
	For Girls. High Schools ...	...	...	...	...	...	...
	For Girls. Middle Schools. English,	...	...	...	...	...	...
	For Girls. Middle Schools. Vernacular.	1	24	20	17	...	721
Total ...		21	2,071	2,001	1,620	156	16,947
Primary Schools.							
	For Boys	101	4,745	4,521	3,682	...	14,981
	For Girls	27	755	714	530	...	4,128
Total ...		128	5,500	5,235	4,212	...	19,109
Schools for Special Instruction.							
School Education, Special.	Training Schools for Masters.	...	...	...	...	...	...
	Training Schools for Mistresses.	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Industrial Schools ...	...	...	...	...	...	...
	Other Schools ...	...	...	...	...	...	...
Total ...		...	...	...	...	...	...
Buildings		...	...	...	...	...	1,893
Furniture and Apparatus (Special Grants only).		...	...	...	...	...	149
Total ...		...	...	...	...	...	2,042
Inspection		...	...	...	...	...	...
Scholarships held in	Arts Colleges ...	...	...	...	...	...	...
	Professional Colleges,	...	...	...	...	...	...
	Secondary Schools,	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Technical Schools,	...	...	...	...	...	...
	Training Schools ...	...	...	...	...	...	...
Boarding Houses		...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...
Total ...		...	...	...	...	...	...
Grand Total ...		149	7,571	7,236	5,832	156	38,098

TABLE VII.

Instruction in the North-Western Provinces and Oudh, for the official year 1900-1901—(concld.).

Boards on Public Instruction.								
Municipal Boards				In Institutions managed by—			Total municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	All other sources. Private.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
22	23	24	25	26	27	28	29	30
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	200	...	4,864	5,064	6,629
...	...	...	...	...	...	29	29	89
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	**...**	**...**	**...**	**200**	**...**	**4,893**	**5,093**	**6,718**
1,521	1,993	143	4,213	12,883	...	17,552	30,991	1,76,153
1,407	11,543	72	25,534	2,904	...	7,826	23,086	59,013
...	758	...	4,072	476	8,141	740	12,671	1,59,758
...	...	...	...	...	...	330	330	4,922
...	...	...	...	...	...	587	587	8,747
480	...	...	1,201	...	...	...	721	1,481
3,408	**14,294**	**215**	**35,020**	**16,263**	**8,141**	**27,035**	**68,386**	**4,10,074**
...	1,109	...	16,090	1,978	1,698	8,037	26,694	6,72,277
276	...	...	4,404	...	748	2,763	7,639	36,749
276	**1,109**	**...**	**20,494**	**1,978**	**2,446**	**10,800**	**34,333**	**7,09,026**
...	...	...	...	...	...	...	...	52,298
...	...	...	...	...	...	...	...	2,072
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	600
...	...	...	...	...	...	60	60	14,159
...	**...**	**...**	**...**	**...**	**...**	**60**	**60**	**69,129**
...	74	99	2,066	...	155	2,548	4,596	1,43,464
...	71	12	232	50	71	556	826	12,382
...	**145**	**111**	**2,298**	**50**	**226**	**3,104**	**5,422**	**1,55,846**
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,39,932
...	...	...	...	...	...	...	960	1,067
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2,385	21,140
...	...	...	...	...	...	...	...	28
...	...	...	...	...	...	...	...	220
...	...	...	...	...	...	...	1,436	20,253
...	...	...	...	...	...	...	801	21,093
...	**...**	**...**	**...**	**...**	**...**	**...**	**5,582**	**2,03,733**
3,684	**15,548**	**32 6**	**57,812**	**18,491**	**10,813**	**45,892**	**1,18,876**	**15,54,526**

GENERAL TABLE VIII.—FOR MALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1900-1901.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from				
	Hostels or Boarding houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
							Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government,	40	1,280	77	652	62	489	2,230	10,368	4,750	3,899	21,247
2. Managed by Local or Municipal Boards.	164	2,124	8	2,101	15	...	...	8,521	38	1,882	10,441
3. Aided by Government or by Local or Municipal Boards.	27	1,509	94	824	565	26	9,622	910	34,789	40,463	85,784
4. Unaided	33	1,082	292	733	39	18	...	...	27,183	25,306	52,489

GENERAL TABLE VIII.—FOR FEMALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1900-1901.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from				
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
							Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government,	...	...	..	...	...	...	...	...	...	...	...
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by Local or Municipal Boards.	16	*917	18	417	452	10	5,124	1,272	22,462	52,205	81,063
4. Unaided	16	1,433	10	1,264	60	99	...	...	35,072	22,822	57,894

*Twenty are infants and infirms.

Return of Colleges, Schools, and Scholars in the North-Western Provinces and Oudh, for the official year 1900-1901.

For Europeans and Eurasians.

Class of Institutions.	Public Institutions. Under Private Management. Aided by Government or by Local Fund or Municipal Boards. Number of institutions.	Aided by Government or by Local Fund or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by Local Fund or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by Local Fund or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand Total of public institutions.	Grand Total of scholars on the 31st of March.	Number of scholars on the 31st of March learning English. Males.	English. Females.	A classical language. Males.	A classical language. Females	A vernacular language. Males.	A vernacular language. Females.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts Colleges.																		
COLLEGIATE EDUCATION. English	...	...	...	...	8	40	34	33	8	40	22	18	13	14	5	...	...	...
Total ...	...	...	...	...	**8**	**40**	**34**	**33**	**8**	**40**	**22**	**18**	**13**	**14**	**5**	...	...	...
Secondary Schools.																		
SCHOOL EDUCATION, GENERAL. For Boys — High Schools ...	14	1,512	1,638	1,499	5	390	370	355	19	1,902	1,783	119	701	2	1,307	14	119	...
For Boys — Middle Schools. English ...	1	178	145	145	1	20	16	15	2	198	126	72	14	...	74	29	72	...
For Girls — High Schools ...	11	987	1,008	945	2	107	138	129	13	1,094	93	1,001	...	326	28	385	...	93
For Girls — Middle Schools. English...	8	420	404	347	1	13	13	13	9	433	168	265	2	59	51	53	...	168
Total ...	**34**	**3,097**	**3,195**	**2,936**	**9**	**530**	**537**	**512**	**43**	**3,627**	**2,170**	**1,457**	**717**	**387**	**1,460**	**481**	**191**	**261**
Primary Schools.																		
For Boys	7	206	202	165	1	30	28	25	8	236	138	98	...	...	44	39	98	...
For Girls	6	276	263	226	2	22	22	22	8	298	127	171	...	1	14	33	...	127
Total ..	**13**	**482**	**465**	**391**	**3**	**52**	**50**	**47**	**16**	**534**	**265**	**269**	...	**1**	**58**	**72**	**98**	**127**
Schools for Special Instruction.																		
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses.	1	10	10	10	...	...	...	...	1	10	...	10	...	...	...	...	...	...
Total ...	1	10	10	10	...	...	...	...	1	10	...	10	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.	**48**	**3,589**	**3,670**	**3,337**	**20**	**622**	**321**	**592**	**68**	**4,211**	**2,457**	**1,754**	**730**	**402**	**1,523**	**553**	**289**	**388**

GENERAL TABLE IV.

Return of **Expenditure** *on* **Public Instruction** *in the North-Western Provinces and Oudh, for the official year* 1900-1901.

(For Europeans and Eurasians).

Objects of Expenditure.	Public Institutions. Under Private management. Aided by Government or by Local Fund or Municipal Boards. Provincial Revenues.	Municipal Funds.	Fees.	All other sources. Private.	All other sources. Public. Contributions from Native States.	Total.	Unaided. Fees.	All other sources. Private.	Total.	Total Expenditure from — Provincial Revenues	Municipal Funds.	Fees.	All other sources. Private.	All other sources. Public. Contribution from Native States.	Grand Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
COLLEGIATE EDUCATION. *Arts Colleges.*	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	...	...	...	...	...	...	4,390	770	5,160	...	...	4,390	770	...	5,160
Total ...	...	...	...	...	...	...	**4,390**	**770**	**5,160**	...	...	**4,390**	**770**	...	**5,160**
Secondary Schools.															
SCHOOL EDUCATION, GENERAL. For Boys. High Schools ...	43,998	1,050	72,283	30,883	...	1,48,214	29,262	55,500	84,762	43,998	1,050	1,01,545	86,383	...	2,32,976
For Boys. Middle Schools. English,	4,270	480	303	2,526	...	7,579	699	...	699	4,270	480	1,002	2,526	...	8,278
For Girls. High Schools ...	33,434	330	56,232	40,537	...	1,30,533	23,000	...	23,000	33,434	330	79,232	40,537	...	1,53,533
For Girls. Middle Schools. English,	10,153	437	5,954	10,732	230	27,506	110	...	110	10,153	437	6,064	10,732	230	27,616
Total ...	**91,855**	**2,297**	**1,34,772**	**84,678**	**230**	**3,13,832**	**53,071**	**55,500**	**1,08,571**	**91,855**	**2,297**	**1,87,843**	**1,40,178**	**230**	**4,22,403**
Primary Schools.															
For Boys ...	3,198	240	3,323	3,732	...	10,493	...	...	...	3,198	240	3,323	3,732	...	10,493
For Girls ...	3,389	600	4,699	3,172	...	11,860	488	954	1,442	3,389	600	5,187	4,126	...	13,302
Total ...	**6,587**	**840**	**8,022**	**6,904**	...	**22,353**	**488**	**954**	**1,442**	**6,587**	**840**	**8,510**	**7,858**	...	**23,795**
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.* Training Schools for Mistresses.	3,060	...	779	...	...	3,839	...	...	...	3,060	...	779	...	...	3,839
Total ...	**3,060**	..	**779**	...	...	**3,839**	...	...	...	**3,060**	...	**779**	...	...	**3,839**
Buildings	3,000	...	8,802	11,426	...	23,228	3,503	...	3,503	3,000	..	12,305	11,426	...	26,731
Furniture and Apparatus (Special Grants only).	...	...	6,584	9,480	...	16,064	4,743	...	4,743	...	...	11,327	9,480	...	20,807
Total ...	**3,000**	...	**15,386**	**20,906**	...	**39,292**	**8,246**	...	**8,246**	**3,000**	...	**23,632**	**20,906**	...	**47,538**
Scholarships held in Arts Colleges ...	...	...	...	...	...	...	...	...	...	560	...	...	...	...	560
Scholarships held in Secondary Schools...	...	...	...	...	...	...	...	...	...	1,945	...	1,548	6,864	...	10,355
Scholarships held in Other Schools ...	...	...	...	...	...	...	...	...	...	876	...	...	...	...	876
Boarding Houses ...	...	...	...	...	...	...	...	...	...	12,946	810	1,13,422	47,019	...	1,74,197
Miscellaneous ...	...	...	...	...	...	...	...	...	...	...	...	11,825	871	...	12,696
Total ...	...	..	...	...	...	...	...	...	...	**16,325**	**810**	**1,26,795**	**54,754**	...	**1,98,684**
Total, Expenditure on Public Instruction.	**1,04,502**	**3,137**	**1,58,959**	**1,12,488**	**230**	**3,79,316**	**66,195**	**57,224**	**1,23,419**	**1,20,827**	**3,947**	**3,51,949**	**2,24,466**	**230**	**7,01,419**

GENERAL TABLE V.

Return of the Stages of Instruction of pupils in Public Schools for General Education in the North-Western Provinces and Oudh, at the end of the official year 1900-1901.

(Europeans and Eurasians).

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have *not* passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.		
												Reading printed books.			Not reading printed books.				
			1			2			3			4			5				
Secondary Schools—			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
For Boys. { Aided English ...	15	1,690	145	17	162	476	47	523	443	65	508	274	33	312	161	24	185	1,499	191	1,690
{ Unaided English,	6	410	103	...	103	188	...	188	96	...	96	22	...	22	1	...	1	410	...	410
Total ...	**21**	**2,100**	**248**	**17**	**265**	**664**	**47**	**711**	**539**	**65**	**604**	**296**	**33**	**334**	**162**	**24**	**186**	**1,909**	**191**	**2,100**
For Girls. { Aided English ...	19	1,407	...	103	103	11	339	350	51	344	395	76	191	267	101	191	292	239	1,168	1,407
{ Unaided English,	3	120	...	11	11	2	43	45	6	23	29	7	14	21	7	7	14	22	98	120
Total ...	**22**	**1,527**	...	**114**	**114**	**13**	**382**	**395**	**57**	**367**	**424**	**83**	**205**	**288**	**108**	**198**	**306**	**261**	**1,266**	**1,527**
Total, Secondary Schools	**43**	**3,627**	**248**	**131**	**379**	**677**	**429**	**1,106**	**596**	**432**	**1,028**	**379**	**243**	**622**	**270**	**222**	**492**	**2,170**	**1,457**	**3,627**
Primary Schools—																				
For Boys { Aided ...	7	206	...	...	...	...	...	..	28	22	50	31	27	58	62	36	98	121	85	206
{ Unaided ...	1	30	...	...	...	...	..	...	3	3	6	14	10	24	...	....	...	17	13	30
Total ...	**8**	**236**	...	..	...	...	...	...	**31**	**25**	**56**	**45**	**37**	**82**	**62**	**36**	**98**	**138**	**98**	**236**
For Girls... { Aided ...	6	276	...	...	...	...	...	...	23	44	67	65	80	145	26	38	64	114	162	276
{ Unaided ...	2	22	...	...	...	...	...	...	3	5	8	2	1	3	8	3	11	13	9	22
Total ...	**8**	**298**	...	...	...	...	...	...	**26**	**49**	**75**	**67**	**81**	**148**	**34**	**41**	**75**	**127**	**171**	**298**
Total, Primary Schools,	**16**	**534**	...	...	...	...	...	...	**57**	**74**	**131**	**112**	**118**	**230**	**96**	**77**	**173**	**265**	**269**	**534**
Grand Total ...	**59**	**4,161**	**248**	**131**	**379**	**677**	**429**	**1,106**	**653**	**506**	**1,159**	**491**	**361**	**852**	**366**	**299**	**665**	**2,435**	**1,726**	**4,161**

APPENDICES.

APPENDIX I.

The distribution of indirect expenditure from all sources on the different kinds of Education during the year 1900-1901 *is shown in the following statement.*

Object.	Kind of Education.																				
	University.					Secondary.					Primary.				Special.				Total.				
	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Endowments, &c.	Total.	Public funds.	Fees.	Endowments, &c.	Total.	Public funds.	Municipal funds.	Fees.	Endowments, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University ...	...	...	49,184	...	49,184	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	49,184	...	49,184
Direction ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,555	...	...	...	43,555
Inspection ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,52,253	...	...	...	2,52,253
Scholarships,	11,870	960	2,356	23,587	38,773	26,483	2,385	2,462	25,209	56,539	28	...	70	98	7,486	...	5,972	13,458	45,867	3,345	4,818	54,838	1,08,868
Buildings ...	83,293	...	...	21,403	1,04,696	72,673	3,322	13,537	50,208	1,39,740	74,297	1,274	145	75,716	1,30,243	...	784	1,31,027	3,60,506	4,596	13,537	72,540	4,51,179
Apparatus ...	31,360	...	...	4,892	36,252	3,184	734	12,622	15,332	31,872	8,255	92	33	8,380	5,348	...	...	5,348	48,147	826	12,622	20,257	81,852
Boarding ...	1,398	...	14,994	26,101	42,493	31,333	1,436	1,29,044	96,598	2,58,411	24	...	...	24	2,438	2,469	2,466	7,373	35,193	1,436	1,46,507	1,25,165	3,08,301
Miscellaneous,	...	...	244	5,005	5,249	1,588	483	7,774	10,101	19,946	3,601	318	19	3,938	2,498	...	...	2,498	20,292	801	37,914	15,575	*74,582
Total ...	1,27,921	960	66,778	80,988	2,76,647	1,35,261	8,360	1,65,439	1,97,448	5,06,508	86,205	1,684	267	88,156	1,48,013	2,469	9,222	1,59,704	8,05,813	11,004	2,64,582	2,88,375	13,69,774

* Details of Rs. 42,951, Miscellaneous expenditure under Direction and Inspection, not given.

APPENDIX II.

Statement showing percentage of children under instruction.

1899-1900.

Division.	Population.			Scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Males.	Females.	Total.	Males.	Females.	Total.			
Agra ...	2,584,236	2,183,523	4,767,759	44,670	2,843	47,513	11·5	·9	6·6
Lucknow ...	3,055,407	2,801,152	5,856,559	40,071	2,535	42,606	8·7	·6	4·8
Fyzabad ...	3,435,344	3,358,928	6,794,272	47,672	2,895	50,567	9·3	·6	5·0
Allahabad ...	2,966,973	2,790,148	5,757,121	51,765	1,754	53,519	11·6	·4	6·2
Benares ...	2,663,056	2,705,718	5,368,774	43,229	1,630	44,859	10·8	·4	5·6
Gorakhpur ...	3,227,232	3,236,294	6,508,526	48,528	1,616	50,144	9·9	·3	5·1
Rohilkhand...	2,849,106	2,494,568	5,343,674	51,602	4,521	56,123	12·1	1·2	7·0
Meerut ...	2,866,511	2,460,322	5,326,833	64,336	2,368	66,704	15·0	·6	8·3
Kumaun ...	610,736	570,831	1,181,567	13,124	608	13,732	14·3	·7	7·7
Total ...	24,303,601	22,601,484	46,905,085	404,997	20,770	425,767	11·1	·6	6·1
	1900-1901.								
Agra ...	2,834,639	2,413,482	5,248,121	47,597	2,926	50,523	11·2	·8	6·4
Lucknow ...	3,104,143	2,872,973	5,977,116	42,508	2,653	45,161	9·1	·6	5·0
Fyzabad ...	3,488,337	3,418,697	6,907,034	49,265	2,311	51,576	9·4	·5	5·0
Allahabad ...	2,836,667	2,699,136	5,535,803	52,832	1,710	54,542	12·4	·4	6·6
Benares ...	2,465,285	2,567,215	5,032,500	43,465	1,686	45,151	11·8	·4	6·0
Gorakhpur ...	3,158,743	3,173,113	6,331,856	48,597	1,864	50,461	10·3	·4	5·3
Rohilkhand...	2,919,473	2,558,787	5,478,260	49,985	4,757	54,742	11·4	1·2	6·7
Meerut ...	3,195,080	2,788,222	5,983,302	65,660	2,713	68,373	13·7	·6	7·6
Kumaun ...	618,594	583,536	1,202,130	12,276	694	12,970	13·2	·8	7·2
Total ...	24,620,961	23,075,161	47,696,122	4,12,185	21,314	433,499	11·2	·6	6·1

APPENDIX III.

Aided Vernacular Primary Schools.

District.	Number of schools on March 31st.		Number on rolls on 31st March 1901.			Number on rolls on 31st March 1900.	Results of examinations.		Expenditure.			
	1901.	1900.	Upper Primary.	Lower Primary.	Total.		Passed Upper Primary standard.	Passed Lower Primary standard.	From Public and Municipal funds.	From fees.	From other sources.	Total.
									Rs.	Rs.	Rs.	Rs.
Muttra ...	32	32	102	877	979	915	8	51	1,531	1,079	...	2,610
Agra ...	40	39	44	943	987	825	3	38	1,280	965	583	2,828
Farrukhabad ...	36	29	88	824	912	762	5	48	1,358	...	1,723	3,081
Mainpuri ...	22	22	...	486	486	474	...	25	611	...	...	611
Etáwah ...	31	27	49	771	820	670	3	57	1,407	16	1,288	2,711
Etah ...	21	21	44	418	462	420	2	28	516	...	720	1,236
Total ...	182	170	327	4,319	4,646	4,066	21	247	6,703	2,060	4,314	1,3077
Jhánsi ...	20	20	6	525	531	549	...	2	519	...	456	975
Jalaun ...	41	41	20	1,006	1,026	1,027	...	37	1,853	...	1,032	2,885
Lalitpur ...	4	6	...	45	45	104	...	...	159	...	...	159
Bánda ...	26	64	...	583	583	1,317	...	...	1,140	...	...	1,140
Hamírpur ...	17	16	5	326	331	311	1	7	596	471	...	1,067
Total ...	108	147	31	2,485	2,516	3,308	1	46	4,267	471	1,488	6,226
Kheri ...	45	44	21	997	1,018	1,029	2	46	1,676	...	...	1,676
Sítapur ...	...	...	...	...	...	...	...	...	...	...	...	...
Lucknow ...	2	2	6	28	34	52	...	2	84	...	...	84
Hardoi ...	28	29	9	617	626	735	3	13	834	...	...	834
Unao ...	29	27	98	615	713	680	7	64	1,248	...	...	1,248
Rae Bareli ...	71	72	165	1,930	2,095	2,018	24	110	2,626	821	...	3,447
Total ...	175	174	299	4,187	4,486	4,514	36	235	6,468	821	...	7,289
Bahraich ...	42	44	14	1,183	1,197	1,215	3	37	2,030	347	...	2,377
Gonda ...	21	21	45	654	699	740	2	36	916	405	2,010	3,331
Fyzabad ...	69	52	79	2,761	2,840	2,352	4	102	2,372	...	...	2,372
Sultánpur ...	60	60	39	2,116	2,155	2,029	...	86	2,854	239	...	3,093
Partábgarh ...	45	44	127	1,845	1,972	1,795	9	78	1,479	532	1,787	3,798
Bara Banki ...	22	18	27	786	813	657	1	30	764	410	...	1,174
Total ...	259	239	331	9,345	9,676	8,788	19	369	10,415	1,933	3,797	16,145
Cawnpore ...	74	70	2	2,034	2,036	1,941	...	41	3,737	...	...	3,737
Fatehpur ...	10	10	...	301	301	249	...	...	452	...	...	452
Allahabad ...	77	68	...	1,632	1,632	1,368	...	2	3,131	...	...	3,131
Jaunpur ...	51	50	7	1,599	1,606	1,554	...	19	2,442	...	...	2,442
Mirzapur ...	46	47	19	1,928	1,947	2,034	6	28	2,136	921	699	3,756
Total ...	258	245	28	7,494	7,522	7,146	6	90	11,898	921	699	13,518
Gorakhpur ...	143	173	464	7,258	7,722	8,185	48	449	6,684	77	405	7,166
Basti ...	184	192	543	5,259	5,802	6,553	44	328	7,116	...	...	7,116
Azamgarh ...	109	96	126	3,635	3,761	3,367	6	97	4,541	616	2,238	7,395
Benares ...	34	38	93	1,065	1,158	1,276	5	62	1,707	...	...	1,707
Gházipur ...	82	83	12	3,127	3,139	3,212	...	...	3,154	...	96	3,250
Ballia ...	32	56	59	1,261	1,320	2,503	11	48	1,276	...	...	1,276
Total ...	584	638	1,297	21,605	22,902	25,096	114	984	24,478	693	2,739	27,910

APPENDIX III.

Aided Vernacular Primary Schools.

District.	Number of schools on March 31st.		Number on rolls on 31st March 1901.			Number on rolls on 31st March 1900.	Results of examination.		Expenditure.			
	1901.	1900.	Upper Primary.	Lower Primary.	Total.		Passed Upper Primary standard.	Passed Lower Primary standard.	From Public and Municipal funds.	From fees.	From other sources.	Total.
									Rs.	Rs.	Rs.	Rs.
Bareilly ...	41	43	18	1,050	1,068	1,116	...	28	1,410	...	...	1,410
Bijnor ...	109	117	34	3,578	3,612	3,768	1	39	3,101	...	...	3,101
Budaun ...	20	18	17	439	456	394	1	9	503	...	...	503
Moradabad ...	25	13	13	565	578	267	1	5	793	...	...	793
Sháhjahánpur...	16	17	...	303	303	482	...	3	676	...	...	676
Pilibhít ...	7	8	20	144	164	210	1	4	285	...	...	285
Total ...	218	216	102	6,079	6,181	6,237	4	88	6,768	...	...	6,768
Dehra Dún ...	6	9	18	264	282	332	1	9	452	440	420	1,312
Saháranpur ...	43	48	18	1,253	1,271	1,329	6	40	2,661	...	1,918	4,579
Muzaffarnagar,	55	52	85	1,686	1,771	1,663	3	45	1,848	...	...	1,848
Meerut ...	81	81	87	1,976	2,063	1,879	27	104	3,243	...	2,047	5,290
Bulandshahr ...	69	69	137	2,080	2,217	2,012	6	96	2,527	...	...	2,527
Aligarh ...	59	60	98	1,576	1,674	1,489	7	118	1,890	...	...	1,890
Total ...	313	319	443	8,835	9,278	8,704	50	412	12,621	440	4,385	17,446
Naini Tál ...	4	6	...	30	30	76	...	1	172	1	...	173
Garhwál ...	25	24	18	226	244	435	...	8	573	463	...	1,036
Almora ...	61	63	108	1,961	2,069	2,231	14	89	3,326	195	2,617	6,138
Total ...	90	93	126	2,217	2,343	2,742	14	98	4,071	659	2,617	7,347
GRAND TOTAL...	2,187	2,241	2,984	66,566	69,550	70,601	265	2,569	87,689	7,998	20,039	1,15,726

Of these 1,046 schools with 30,056 scholars have been for 3 years or more aided by Government.

APPENDIX IV.

Female Education, Native.

Division.	Year.	Number of schools.	Number of scholars.				Expenditure			
			In College classes.	In secondary stage.	In primary stage.	Total.	Public funds.	Municipal funds.	Other sources.	Total.
							Rs.	Rs.	Rs.	Rs.
Agra ...	1900-1901	42	...	29	1,532	1,561	4,701	436	8,719	13,856
	1899-1900	48	...	17	1,502	1,519	7,429	253	15,813	23,495
Bundelkhand ...	1900-1901	4	...	...	99	99	222	120	812	1,154
	1899-1900	4	...	..	113	113	197	120	800	1,117
Lucknow ...	1900-1901	52	9	85	1,807	1,901	8,486	3,557	22,883	34,926
	1899-1900	54	17	82	1,866	1,965	8,852	3,530	22,641	35,023
Fyzabad ...	1900-1901	17	...	19	644	663	3,642	512	7,939	12,093
	1899-1900	20	...	17	686	703	3,584	463	7,164	11,211
Allahabad ...	1900-1901	24	...	33	1,062	1,095	6,001	1,113	17,330	24,444
	1899-1900	23	...	31	904	935	5,172	987	17,239	23,398
Benares ...	1900-1901	60	...	17	2,634	2,651	7,371	333	5,759	13,463
	1899-1900	56	...	17	2,512	2,529	7,119	387	4,081	11,587
Rohilkhand ...	1900-1901	96	...	38	3,195	3,233	11,175	937	19,859	31,971
	1899-1900	99	...	45	3,309	3,354	10,959	899	16,412	28,270
Meerut ...	1900-1901	42	...	38	1,602	1,640	5,399	854	25,849	32,102
	1899-1900	40	..	29	1,362	1,391	4,650	854	19,115	24,619
Kumaun ...	1900-1901	9	...	29	399	428	1,589	48	6,841	8,478
	1899-1900	7	...	24	297	321	1,396	96	4,995	6,487
Total ...	1900-1901	346	9	288	12,974	13,271	48,586	7,910	1,15,991	1,72,487
	1899-1900	351	17	262	12,551	12,830	49,358	7,589	1,08,260	1,65,207

APPENDIX V.

Anglo-Vernacular Schools and Colleges for Girls.

Class of institutions.	Year.	Number of institutions.	Number of scholars.					Expenditure.				
			In college classes.	In high stage	In middle stage.	In primary stage.	Total.	Public funds.	Municipal funds.	Fees.	Other sources.	Total.
								Rs.	Rs.	Rs.	Rs.	Rs.
College ...	1900-1901	1	9	....	...	...	9	...	...	460	7,172	7,632
	1899-1900	1	17	...	...	...	17	...	...	516	8,800	9,316
Secondary Schools,	1900-1901	20	...	27	232	1,669	1,928	16,222	150	6,072	56,607	79,051
	1899-1900	18	...	40	192	1,501	1,733	14,588	60	7,223	51,390	73,261
Primary Schools	1900-1901	9	...	...	...	694	694	2,153	609	302	13,657	16,721
	1899-1900	9	...	...	...	496	496	4,480	648	247	12,756	18,131
Total ...	1900-1901	30	9	27	232	2,363	2,631	18,375	759	6,834	77,436	1,03,404
	1899-1900	28	17	40	192	1,997	2,246	19,068	708	7,986	72,946	1,00,708

APPENDIX VI.

Primary Vernacular Schools for Girls. Schools under public management :—

Division.	Year.	Number of schools.	On rolls on 31st March.			Expenditure.			Incidence per scholar.
			Upper primary.	Lower primary.	Total.	Public funds.	Fees and other sources.	Total.	
						Rs.	Rs.	Rs.	
Agra	1900-1901 ...	26	9	597	606	2,372	...	2,372	3·9
	1899-1900 ...	24	12	561	573	2,238	...	2,238	3·9
Bundelkhand ...	1900-1901 ...	2	2	41	43	190	...	190	4·4
	1899-1900 ...	2	2	42	44	190	...	190	4·3
Lucknow	1900-1901 ...	32	45	768	813	5,459	...	5,459	6·7
	1899-1900 ...	35	54	805	859	5,831	30	5,861	6·8
Fyzabad	1900-1901 ...	9	19	299	318	2,073	...	2,073	6·5
	1899-1900 ...	10	17	308	325	2,022	...	2,022	6·2
Allahabad	1900-1901 ...	12	...	260	260	1,322	...	1,322	5·1
	1899-1900 ...	12	7	255	262	1,236	...	1,236	4·7
Benares	1900-1901 ...	14	15	341	356	1,934	35	1,969	5·5
	1899-1900 ...	13	11	369	380	1,834	35	1,869	4·9
Rohilkhand ...	1900-1901 ...	43	34	1,284	1,318	4,800	...	4,800	3·6
	1899-1900 ...	42	63	1,210	1,273	4,735	...	4,735	3·7
Meerut ...	1900-1901 ...	14	2	382	384	1,589	...	1,589	4·1
	1899-1900 ...	14	7	377	384	1,528	...	1,528	4·0
Kumaun	1900-1901 ...	...	...	...	...	...	...	...	...
	1899-1900 ...	...	...	...	...	...	...	...	...
Total ...	1900-1901 ...	152	126	3,972	4,098	19,739	35	19,774	4·8
	1899-1900 ...	152	173	3,927	4,100	19,614	65	19,679	4·8

APPENDIX VII.

Aided Vernacular Primary Schools for Girls.

Division.	Year.	Number of schools.	Number of scholars.			Expenditure.				Incidence per scholar.
			Upper primary.	Lower primary.	Total.	Public funds.	Municipal funds.	Other sources.	Total.	
						Rs.	Rs.	Rs.	Rs.	Rs.
Agra ...	1900-1901 ...	11	118	518	636	1,888	95	4,995	6,978	11·0
	1899-1900 ...	20	25	710	735	2,313	44	4,980	7,337	10·0
Bundelkhand ...	1900-1901 ...	1	...	15	15	32	...	...	32	2·1
	1899-1900 ...	1	...	17	17	7	...	...	7	·4
Lucknow ...	1900-1901 ...	15	21	721	742	2,875	60	4,287	7,222	9·7
	1899-1900 ...	14	89	705	794	2,897	...	4,194	7,091	8·9
Fyzabad ...	1900-1901 ...	6	4	214	218	476	50	1,279	1,805	8·3
	1899-1900 ...	8	15	230	245	572	50	1,266	1,888	7·7
Allahabad ...	1900-1901 ...	6	3	290	293	528	504	1,506	2,538	8·7
	1899-1900 ...	6	2	259	261	438	414	1,678	2,530	9·7
Benares ...	1900-1901 ...	38	19	1,893	1,912	4,890	90	2,638	7,618	4·0
	1899-1900 ...	41	21	1,951	1,972	4,869	120	3,068	8,057	4·1
Rohilkhand ...	1900-1901 ...	47	21	1,195	1,216	2,382	61	3,171	5,614	4·6
	1899-1900 ...	49	27	1,365	1,392	2,316	55	2,178	4,549	3·3
Meerut ...	1900-1901 ...	23	15	771	786	1,421	646	8,518	10,585	13·5
	1899-1900 .	22	24	746	770	1,453	630	8,489	10,572	13·7
Kumaun ...	1900-1901 ...	3	...	155	155	96	48	564	703	4·6
	1899-1900 ...	4	...	137	137	96	96	626	818	6·0
Total ...	1900-1901 ...	150	201	5,772	5,973	14,588	1,554	26,958	43,100	7·2
	1899-1900 ...	165	203	6,120	6,323	14,961	1,409	26,479	42,849	6·8

APPENDIX VIII.

Unaided Vernacular Primary Schools for Girls.

Division.	Year.	Number of schools.	Number of scholars.			Expenditure.		
			Upper primary.	Lower primary.	Total.	Subscriptions.	Endowment and other sources.	Total.
						Rs.	Rs.	Rs.
Agra	1900-1901 ...	1	...	115	115	...	357	357
	1899-1900 ...	...	...	...	...	...	...	...
Benares	1900-1901 ...	6	...	125	125	...	1,290	1,290
	1899-1900 ...	...	...	...	...	...	...	...
Rohilkhand	1900-1901 ...	1	22	40	62	300	...	300
	1899-1900 ...	3	...	64	64	324	...	324
Meerut	1900-1901 ...	1	...	27	27	...	670	670
	1899-1900 ...	1	...	34	34	...	460	460
Kumaun	1900-1901 ...	3	19	68	87	...	2,111	2,111
	1899-1900 ...	...	...	...	...	...	...	...
Total ...	1900-1901 ...	12	41	375	416	300	4,428	4,728
	1899-1900 ...	4	...	98	98	324	460	784

ORDERS OF GOVERNMENT.

No. $\frac{448}{XV-\frac{48}{9}}$ OF 1901.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Naini Tal, the 8th October 1901.

READ—

The General Report on Public Instruction in the North-Western Provinces and Oudh for the year ending 31st March 1901 submitted by the Director of Public Instruction.

OBSERVATIONS.—The report, which was due on the 15th of September, was punctually received in the Secretariat. The letterpress consists of 36 pages, which is within the limit prescribed by the Government of India.

2. Before discussing the educational history of the year it will be instructive to contrast the state of education in the Provinces and the expenditure incurred on it at the commencement and at the close of the present Administration. The number of scholars and institutions on the 31st March 1895 and on the similar date in the year under review compare thus for State and aided schools :—

Year.	*Institutions.*	*Scholars.*
1895	... 4,891	228,948
1901	... 7,620	352,578

showing a rise of 55·5 per cent. in institutions and of 53·9 in scholars. The returns for private institutions, the accuracy of which, however, cannot be guaranteed at either period, also exhibit an increase of 1,152 schools and of 14,809 scholars, or 22·3 per cent. in both cases. The increase is especially marked in primary education for boys, being 63·3 and 68·4 per cent. in schools and scholars respectively. In primary female education, the returns give an increase of 25·8 per cent. in schools and 47·1 in scholars. Reckoning the population of school-going age in the usual way at 15 per cent. of the whole, the percentage of scholars to the population of school-going age, which stood at 7·76 for boys and ·37 for girls in 1895, has risen to 11·2 for boys and ·6 for girls in 1901.

In 1895 the expenditure on education was Rs. 36,04,509 : last year the expenditure was Rs. 45,55,253. This Government may therefore claim to have done as much for education as the funds at its disposal permitted.

3. The returns for the year under review exhibit, as compared with the preceding year, a decrease of 71 in public, and an increase of 29 in private, institutions, and a rise of 8,664 in the number of scholars attending public, and a decrease of 932 attending private, institutions. The accuracy of the returns for the latter class of institution cannot be guaranteed, as the Department has no independent means of collecting the information. But slight variation is disclosed in the races and religions of scholars attending public institutions. The percentage of children remains practically the same, 6·1 against 6·05. The Provinces continue to show sustained progress, though they are still backward in education.

4. The expenditure on public institutions during the year under report rose from Rs. 45,05,148 to Rs. 45,55,253. The increase is shared by all kinds of institutions, and was mainly in direct expenditure. The provincial revenues contributed an additional sum of Rs. 69,683 on colleges, of which the Thomason College, Roorkee, absorbed Rs. 44,485, and the Training College, Allahabad, Rs. 16,373. On general schools the expenditure from provincial revenues was slightly lower, whereas on special schools there was an increased expenditure from the same source of Rs. 17,590, mainly on the Reformatory School, Bareilly, which was placed under the Educational Department during the year. Local funds contributed an increase of Rs. 19,200, which was devoted to raising the pay of vernacular school teachers; from Municipal funds the expenditure varied little from that in the preceding year. Turning to details, a comparison of the expenditure from provincial revenues in the two years shows a decrease of Rs. 8,000 on inspection charges, of Rs. 46,356 on buildings, but an increase of Rs. 3,000 on scholarships, and of Rs. 31,138 on apparatus and equipment.

5. The results of public examinations, which will be treated separately under the different classes of institutions, were distinctly more favourable, particularly in the upper primary and lower primary sections. More attention is being paid to the development of the moral and spiritual faculties of the students in special schools, such as the Muhammadan Anglo-Oriental College at Aligarh and the Central Hindu College at Benares, and it is fully recognised that before those faculties can be properly developed the students must be more suitably lodged and be placed under more effective and sympathetic superintendence than at present.

6. *Collegiate Education.*—The average enrolment was 1,248, or 182 lower than in the previous year; the decrease, which amounts to 14·6 per cent., was partly due to the outbreak of plague in the Benares Division, but colleges in other divisions show a slight decline in enrolment. Seventy-eight per cent. of candidates entering for the M.A. and D.Sc. examinations obtained degrees, a slight improvement on the figures for the previous year. The number entering for, and passing, the B.A. and B.Sc. examinations was higher, 60 per cent. against 54 obtaining passes (2 out of 4 candidates being successful for the B.Sc. degree). The Muhammadan Anglo-Oriental College, Aligarh, again showed the best results in the B.A. examination; minor successes were obtained by the Canning College, Lucknow, and the Bareilly College.

7. The number of candidates entering for the Intermediate examination rose from 472 to 526, but the results were again unsatisfactory, less than 38 per cent. passing. The alteration in the age for admission to the Entrance and School Final examinations, and the raising of the standard for matriculation—changes of far-reaching importance adopted by the University during the last two years,—should in due time improve the quality of students who proceed to the higher examinations. Under the present system the college professors have to devote much time to imparting to students, whose minds are not sufficiently receptive to assimilate college lectures, instruction which would be more properly imparted during the final year of the school course.

8. The Principal of the Canning College endeavours to account for the failure of students from his College in the Intermediate examination by the suggestion that some of those who went up for the Entrance examination should never have been passed. As the Director observes, the Principal had the remedy in his own hands in not allowing the students, to whom the remarks apply, to attend the classes for the Intermediate course. But the suggestion, accepting its correctness, is an argument in favour of raising the matriculation standard, and of the wisdom of the policy of raising the age for admission to the Entrance examination.

The attitude of the Principal of the Canning College towards the study of science is not encouraging, and the Committee of the College should consider the Director's remarks in paragraph 32 on this matter. At the Agra College, judging from the successes in the higher examinations, science is evidently well taught.

9. The least satisfactory feature in the year's report is legal education; only 15 per cent. of passes were obtained by the candidates who entered for the examination in law; only 7 out of 214 candidates passed the LL.B. examination, and a similar number obtained the certificate of a High Court vakil. This matter has received attention from the Senate, and steps have been taken during the current year to improve the character of legal education by strengthening the staff of lecturers in law in the Muir College. But it is notorious that the failures which have occurred of late years in the examinations in law are largely due to the idleness of students during lecture hours, and more effective control would therefore seem to be required from the Principals of colleges to which law classes are attached.

10. The number of affiliations to the Sanskrit College at Benares continues to increase, and the College showed well in the examinations in that language. Thirty-four out of 182 male pupils studying at the Medical School at Agra passed out into the public service; the examination of the final classes was put forward to meet the demands for Hospital Assistants.

11. In the provision of suitable boarding houses or hostels for the students these Provinces still appear to be backward; some advance was, however, made in the past year. A new boarding house was opened at the Muhammadan Anglo-Oriental College at Aligarh, and the Lieutenant-Governor has recently laid the foundation stone of a Hindu hostel at the Muir College. No steps have, however, been taken by the Committee of the Muhammadan boarding house at the latter College to complete the long projected wing to the existing building.

12. *Secondary Education.*—The report indicates a satisfactory increase in the number of public secondary schools and the scholars attending them; the increased expenditure thereby entailed was covered by a larger income from fees and "Other sources." A distinct advance is observable in the number of pupils receiving instruction in the Middle and Primary stages; the number in the High stage was practically stationary. The results of the examinations of candidates for the

Entrance, School Final, and English Middle show a higher percentage of passes. The School Final returns exhibit an advance made in the teaching of science in Anglo-Vernacular schools. The present defect in the Upper Primary, and to a less extent in the Middle section of these schools, is the incompetence of some of the teachers, but the recent orders of Government under which instruction in English is deferred till the boys have passed the Upper Primary standard in the Vernacular will allow of incompetent teachers being replaced by trained men from the Normal schools.

The secondary Vernacular schools continued to increase in average enrolment and in efficiency, judged by the examination test. The chief drawback in these schools is insufficient accommodation for the students owing to want of funds. This affects their health and renders careful instruction by the teaching staff out of the question. Some increase in boarding house accommodation was made during the year. The salaries available for the Superintendents fail, however, to attract the class of men who by organizing reforms and exercising strict discipline over the boys would render these institutions useful in the formation of character.

13. The raising of the standard for matriculation is a recognition on the part of the Senate of the University of the fact that the time has come when the higher branches of secondary instruction hitherto undertaken by the Arts Colleges may with advantage be made over to the principal Anglo-Vernacular High Schools. Nor can there be any doubt that the transfer is justified by the experience gained during the last few years since the Training College has been opened. Even before that event the best High Schools with their untrained staffs used periodically to pass a fair number of their pupils at the Entrance examination. Some of these young men pursued their studies at the University, and have since acquired distinction in the service of the State or at the Bar. Their less fortunate comrades were content to accept minor posts in the district offices. But the complaint was general that their memories had been cultivated at the expense of their other faculties and that for some time they were of little use except as copying clerks. This was only what might have been expected with schools staffed by untrained teachers. Such teachers are apt to have only one educational objective, *viz.*, the next examination, and their sole method of attaining it is in too many cases cramming. The Training College was established to correct this evil, and there is every reason to hope that it will do so. A fair number of graduates annually pass through the senior of the two classes, and many of them are reported to be doing excellent work as assistant masters in Anglo-Vernacular schools. Of the capacity of our graduates to give higher secondary instruction in such subjects as English, History, Mathematics and Oriental Classics there has never been any question. For some years they have done so with marked success in the Intermediate classes of the affiliated colleges. The brief history of the Training College has shown that a considerable number of them are anxious to acquire that technical skill which is indispensable for a really efficient schoolmaster.

The question of attracting these young men in larger numbers to our high schools is now, in His Honour's judgment, ripe for consideration, as there can be no doubt that the gain to the Province from having an efficient high school with at least four or five trained graduates on the staff in each district would far outweigh the additional expenditure required. At the same time the Department must bear in mind that frequent and thorough inspection of these schools will be now more necessary lest the excellent methods acquired at the Training College be abandoned.

14. *Primary Education.*—In spite of a decrease of 41 in the number of District Boards' Vernacular Primary schools for boys there has been an increase in the enrolment and in the total fee income; inefficient schools have been abolished. The salaries of the lower paid teachers have been raised, resulting in an increase in the total expenditure on these schools of Rs. 26,000.

There was a similar decrease in the number of aided Vernacular Primary schools, accompanied in this instance by a decrease of 1,051 scholars, but there were more children in the Upper Primary stage than in the previous year, and, judging from the greater success obtained at the examinations, the schools were in a more efficient state. The increased expenditure, which was not high, was due to the schools earning larger grants. The great want of these schools is more efficient teachers; and teachers cannot be made efficient without normal school training. The existing normal schools are barely adequate to meet existing needs: they are daily becoming less than adequate, and either an increase in their numbers or an extension of the accommodation they afford, coupled with an increase in the teaching staff, is a matter of pressing importance if primary education is to keep pace with the wants of the people. It was for this reason that the Normal School at Moradabad has been extended.

15. *Training Colleges and Normal Schools.*—The Anglo-Vernacular Training College for teachers, which was moved during the year from Lucknow to Allahabad, showed a lower enrolment than in the previous year; the numbers, which rose from 19 in 1898-99 to 43 in the previous year, fell off to 32. The explanations given for the decline in numbers are that some of those who applied for and obtained stipends did not join the College when they found it had been moved to Allahabad, and that the extension of the course for Entrance passed men from one to two years acted as a deterrent to others. The decline in numbers was, however, only temporary and the College has now a full graduate class. The increased cost of the College, nearly double that of the previous year, was due to the erection of a boarding house for students and of residences for the Principal and Vice-Principal. The proposed addition of a lecture hall should be referred for the orders of Government. It is observed that the demand for trained teachers is greater than the supply, and that the teachers can under present conditions dictate terms to employers.

The number of students in the Normal schools continued to increase, and about half presented themselves at the examination; of

these 80 per cent. passed, chiefly in the higher division. It is a matter for regret that the suggestion to establish a Normal school for the training of female teachers for girls' schools has not been welcomed by the management of native schools. The Normal School at Sigra, Benares, a purely Missionary institution, supplies the Mission schools with qualified teachers.

16. *Technical Education.*—The total number of students at the Thomason Civil Engineering College, Roorkee, was 1,056 against 982 in 1899-1900; the Civil students consisted of 87 English and 871 Native students, and the Military students of 78 English and 20 Native students. The Principal complains that, owing to restrictions of enforced domicile and the preliminary qualifications required of candidates for the Civil and Electrical Engineering Class, the supply of candidates is unable to meet the demand for qualified engineers. The matter should be separately referred. The enrolment at the Industrial School, Lucknow, rose from 126 to 155, of whom 29 belonged to the artizan classes. Five students were admitted to the Roorkee College and were in the receipt of stipends. The school continues to progress; additional accommodation is being provided during the current year.

The numbers at the Agricultural School, Cawnpore, showed a considerable rise; all the students with two exceptions passed the Entrance or School Final examination. All the students who appeared at the annual examination were successful. A proposal is now before the Government of India to raise the status of the school to that of a college.

17. *Female Education.*—The rise in the number of schools for native girls, which has been continuous since 1897-98, was not maintained, but as against a slight decrease of 5 in the number of schools there was a considerable increase in the number of students. Progress has been most marked in the Meerut Division, mainly owing to the activity of the American Methodist Episcopal Mission.

The solitary College for native women and girls, at Lucknow, conducted by the above Mission, achieved remarkable success in the University examinations. The aided schools, conducted mainly by Missionary societies, made satisfactory progress. The societies devote much time and expense to training female teachers for their Mission schools, and to the improvement in the quality of the teaching staff the success of the schools is mainly due. With the exception of perhaps the Bengalis, no section of the native community exhibits any desire to improve the education of its girls by creating training classes for teachers, and for obvious reasons the managing bodies of native schools are not disposed to engage the services of teachers trained by the Missionary bodies. The absence of competent native teachers is, except in the sectional schools, the cause of the backward condition of female education in the Provinces.

18. *Schools for Special Classes.*—The number of schools for Europeans was unchanged during the year. Their progress, judged by the results obtained in the Departmental examinations, was fair; but

the Director apprehends that, owing to the inferior quality of the instruction imparted, the schools will not be able to hold their own against schools for native boys at the new matriculation examination. Provision has recently been made for the training of men teachers for European schools in connection with the Training College at Allahabad, and if the managers of these schools can only make it worth the while of young men of ability to take advantage of the education given in that institution, the Director's fears may be falsified.

The numbers at the Colvin School for the sons of Taluqdárs at Lucknow stood at 40. The school continued to maintain its reputation for good management.

Shortly before the year closed the Reformatory School at Bareilly was transferred from the Jail to the Educational Department. The staff of the school has been completely re-organized.

19. *Private Institutions.*—The returns for these schools, which are collected with considerable difficulty and are of questionable accuracy, point to an increase in the number of institutions, but to a decline in the number of pupils.

20. The general meeting of the Provincial Text-Book Committee, which has been reduced to half its former size, was held in November, and twelve meetings were held by the four sub-committees. Various important alterations in the Committee were introduced towards the close of the year under review, the effect of which it is yet too early to judge. The Committee was reconstituted and its functions more clearly laid down. The text-book rules were revised; no books can now be adopted in schools maintained or aided by Government or in unaided schools sending up candidates for the public examinations which have not first passed through the Director's hands and been prescribed by the Text-Book Committee. Depôts for the sale of such books have now been opened in a number of districts.

His Honour trusts that the newly reconstituted Text-Book Committee and the Syndicate of the University will not be unmindful of the responsibility which rests upon them of recommending and prescribing for use books calculated to create a healthy moral tone in schools and colleges. It is satisfactory to know that Chester Macnaghten's "Common Thoughts on Serious Subjects" has at last been introduced into Vernacular schools, and among the text-books prescribed by the Syndicate are some fairly good biographies. It is clear, however, that more might with advantage be done in this direction, as no form of literature impresses a boy of a thoughtful turn of mind so much as a well written biography. His Honour desires that this matter may receive the early attention of the University and the Text-Book Committee.

21. Departmental matters which received attention during the year included an attempt to settle Industrial Education on definite practical lines, the removal of the Training College for teachers in Anglo-Vernacular Schools from Lucknow to Allahabad, the transfer of the

Reformatory School from the Jail to the Educational Department, the re-organization of the Text-Book Committee and the adoption of new rules as to the use of text-books, and the strengthening of the staff of the Higher Schools with teachers qualified to teach up to the standard required for the new matriculation examination.

22. Mr. Boutflower officiated as Director throughout the year during the absence of Mr. Lewis on leave. He has submitted an interesting and careful report, and the acknowledgments of Government are due to him for the energy, tact and supervision he has displayed in controlling the Department. Mr. Boutflower will shortly retire from the service, and Sir Antony MacDonnell takes this opportunity of marking his appreciation of the important services rendered by Mr. Boutflower to the cause of education in these Provinces.

ORDER.—Ordered that a copy of this Resolution be forwarded to the Director of Public Instruction, North-Western Provinces and Oudh, for information.

Ordered also that the Resolution be published in the *North-Western Provinces and Oudh Government Gazette.*

By order, &c.,

P. GRAY,

Secy. to Govt., N.-W. P. and Oudh.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31ST MARCH 1902.

ALLAHABAD:
Printed at the United Provinces of Agra and Oudh Government Press.
1902.

[*The maximum limit of pages fixed for this report is 40.*]

TABLE OF CONTENTS.

CHAPTER I.—INTRODUCTORY.

PARA.		PAGE.
1.	Reforms during the past five years	1
2.	Urgent needs	2
3.	Scale of expenditure from public funds	*ib*

CHAPTER II.—GENERAL SUMMARY.

4.	Number of institutions and scholars	3
5.	Expenditure	5, 6
6.	Raising of fees in Anglo-Vernacular Schools and Colleges	6
7.	Expenditure on Scholarships	*ib*
8.	Examination results	7

CHAPTER III.—CONTROLLING AGENCIES.

9.	The Directorship	8
10.	Constitution of the inspecting agency	*ib*
11.	Circle inspection during the year	*ib*
12.	Control exercised by District Officers	*ib*

CHAPTER IV.—COLLEGIATE EDUCATION.

13.	Changes in the Regulations in Arts of the Allahabad University	9
	University Examinations	*ib*
14.	English Arts Colleges, enrolment and expenditure	10
15.	Muir Central College	*ib*
16.	Queen's College	11
17.	Canning College	*ib*
18.	Agra College	11, 12
19.	Muhammadan Anglo-Oriental College, Aligarh	12
20.	Meerut College	*ib*
21.	Christ Church College, Cawnpore	13
22.	St. Andrew's College, Gorakhpur	*ib*
23.	Káyastha Páthshála, Allahabad	*ib*
24.	Central Hindu College, Benares	*ib*
25.	Sanskrit College, Benares	*ib*
26.	Mullah Examination	*ib*
27.	Law Classes	13, 14
28.	Thomason Civil Engineering College, Roorkee	14, 15
29.	Training College for Teachers	15

CHAPTER V.—SECONDARY EDUCATION.

30.	Number of English Schools and Scholars and expenditure	16
31.	Examination results, Entrance, School Final, and English Middle	*ib*
32.	Expenditure on scholarships	16, 17
33.	Appointment of an Education Committee in 1899	17
34.	Number of Vernacular Schools and scholars	*ib*
	Middle Vernacular examination	*ib*
35.	School buildings	17, 18
36.	Boarding-houses	18
37.	Conduct of scholars	*ib*

CHAPTER VI.—PRIMARY EDUCATION.

38.	Enrolment and expenditure	19
39.	Unreliability of returns for Aided Schools	*ib*
40.	Review of aided education	20, 21
41.	School buildings	21
	Supply of teachers	*ib*
	Rural and urban schools	*ib*

CHAPTER VII.—TRAINING SCHOOLS FOR TEACHERS.

42.	Training Schools for European Masters	22
43.	Training Schools for European Mistresses	*ib*
44.	The Training College, Allahabad	*ib*
45.	Normal Schools for Male Teachers	23
46.	Normal School for Female Teachers	*ib*

CHAPTER VIII.—TECHNICAL EDUCATION.

PARA.		PAGE.
47.	Industrial School, Lucknow	24, 25
48.	Agra Medical School	25, 26
49.	Agricultural School, Cawnpore	26

CHAPTER IX.—FEMALE EDUCATION.

50.	Number of Schools and Scholars	27
51.	Attitude of the people towards Female Education	*ib*
	Expenditure on Schools for Girls	*ib*
52.	Examination results	*ib*
53.	Aided Schools for Girls	28
54.	Dearth of Female Teachers	*ib*

CHAPTER X.—EDUCATION OF SPECIAL CLASSES.

55.	Number of institutions for Europeans and Eurasians and enrolment of scholars	29
56.	Expenditure	*ib*
57.	Examination results	*ib*
58.	Improvement of European Education	*ib*
59.	Proportionate numbers of Hindu and Muhammadan scholars	*ib*
60.	Colvin Talúqdárs' School, Lucknow	30
61.	Reformatory School, Bareilly	*ib*

CHAPTER XI.—PRIVATE INSTITUTIONS.

62.	Impossibility of obtaining accurate returns	31

CHAPTER XII.—PHYSICAL AND MORAL TRAINING.

63.	Physical training	32
64.	Moral education and religious instruction	*ib*

CHAPTER XIII.—THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

65.	Revision of the rules of the Text-Book Committee	33
	The Working of the Text-Book Committee during the year	*ib*
66.	Methods of supply and distribution of Text-Books to Village Schools	*ib*

ERRATUM SLIP.

Annual Report, 1901-1902.

Page.	Paragraph.	Detail.
14	28	Line 20, *read* '40' *for* '42'.
19	38	Line 25, *read* '58' *for* '60'.
22	44	Line 3, *read* '22' *for* '32'.
39	...	Grand Total in column 8, *read* '2,35,172' *for* '2,35,721'.
41	...	Heading of the table, *read* '1902' *for* '1092'.
59	...	Last column, against total for boys (Secondary Schools) *read* '999' *for* '99'.
3A	...	In column 7, against Pilibhít, insert '1'.
„	...	Column 10, against Bara Banki, *read* '4965' *for* '4695'.

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR 1901-1902.

CHAPTER I.

PRELIMINARY.

1. A GENERAL survey of the progress made during the last five years brings into prominence the following reforms and new departures which have characterised this period.

A great impulse has been given to the study of science in school and college; and the expenditure on buildings, apparatus and teaching has been heavy. It has been found necessary to guard against a tendency to make only what might be accepted as the minimum provision for this subject in schools, to do no more than what seems barely "sufficient for the day," in short to do imperfectly that which, if not done thoroughly, were best not done at all.

The introduction of drawing as a compulsory subject throughout the primary and lower middle sections of Anglo-Vernacular Schools is another important and progressive measure recently adopted.

Orders were passed last year to discontinue the study of English in Upper Primary Classes of State schools, but they had not yet come into effect at the close of the year. There is no doubt that the measure is at present unpopular. It does not extend to either aided or unaided schools, but it is hoped that uniformity will be eventually established.

Another reform which has met with very general opposition is the adoption of an age limit of 16 years for the Entrance examination of the Allahabad University, with a view to keeping boys of immature age from hastening on to the higher studies and the greater freedom of college life, in which they are not yet, mentally or morally, strong enough to participate with advantage.

The training of teachers has received attention. The Training College at Allahabad has been strengthened and better equipped to fulfil its mission of providing a supply of qualified teachers of English and in English for Secondary Schools. Arrangements were made to admit Europeans to be trained here in the absence of a separate institution for this section of the community; but of this nothing has come. At the same time further provision has been made for the training of Vernacular teachers by the establishment of an additional Normal School at Moradabad. To this school an agricultural class has been attached, so that teachers in practical agriculture may be available, if they should at any time be required in Vernacular Schools; for this, however, no definite scheme has been drawn up.

Something has been done to raise the pay of English teachers, and generally, though not universally, a minimum of Rs. 20 per mensem has been attained. More has been accomplished, by continued effort, year after year, in improving the pay and position of Vernacular teachers.

Fee rates in colleges and schools have been substantially raised.

Private Schools, which were often pirate schools, have been brought under some measure of control, by being required to observe the inter-school rules as a condition preliminary to their pupils being admitted to any departmental examination.

More complete (though still inadequate) provision has been made for the inspection of schools, by the appointment of many additional Sub-Deputy Inspectors, of whom there were 57 on March 31st, 1902, compared with 31 in 1897.

2. The most urgent needs remaining at the end of the year were—

(a) More Primary Schools.

(b) More trained teachers, *i.e.* more Normal Schools.

(c) Higher salaries for teachers, English and Vernacular.

(d) Better, and better kept, school buildings for Vernacular Schools.

(e) An increase of the district inspecting staff.

(f) An improvement in pay and position of Subordinate Inspecting Officers.

(g) Greater liberality towards female education.

(h) More boarding houses and better ones; these should be attached to all Secondary Schools whether English or Vernacular, and should be under good management.

3. The carrying out of these reforms and advances on a moderate scale would require an additional twenty lakhs a year, and the districts are quite ready to spend this amount. This may seem a considerable demand; but even if it could be granted it would only raise the total expenditure from public funds on education, including University, Professional and Technical, as well as the general secondary and primary instruction, with the outlay on buildings and all the cost of direction, to $1\frac{1}{2}d.$ a year per head of the population. And this scale of expenditure is already exceeded in most if not all of the other Provinces.

CHAPTER II.

GENERAL SUMMARY.

4. The accompanying table, giving a general summary of the statistics of institutions and pupils, calls for some preliminary explanation. The number of institutions for the year 1901-02 has been drawn up, in accordance with the orders of the Government of India, to show every secondary school to which a primary department is attached as two schools, *viz.* one secondary and one primary. In previous years secondary schools included many primary scholars, but under the system of returns now adopted, secondary schools contain none but secondary, and primary schools none but primary scholars. This alteration in the system of returns does not, however, necessarily imply any corresponding change in the actual management; we still have in one institution both primary and secondary scholars; though such an institution will henceforth be reckoned as two in the returns.

On this occasion then it will be necessary, if the comparison is to have any value, to base it on the number of scholars in the different stages of instruction in 1896-97, and not on the number attending schools of different grades. Nor is any importance to be attached to the large apparent increase in the number of institutions in general, and of primary schools in particular.

The total number of scholars has shown a steady increase during the last five years, the total increment being close on 100,000, and being at the rate of 28 per cent. For the previous quinquennium the increase was at the rate of 25 per cent. Expansion has therefore been somewhat accelerated. Eliminating private institutions, the returns for which cannot be verified, and are therefore not to be fully trusted, public institutions reveal an increase of 87,000 scholars, or nearly 31 per cent., as compared with nearly 30 in the preceding period.

In Arts colleges the number of students has increased by 9 men, and the women number 49 instead of 15, figures in no way extraordinary. In the high stage of secondary schools the number of boys is only 2,150, *i.e.* not 300 more than the number in Arts colleges; and there has been a decline of 311 during the period. On the other hand the number of girls at this stage, though still extremely small, has increased from 112 to 154. The middle stage shows a large increase in the number of boys, approximately from 12,000 to 20,000. But the middle stage does not mean the same as it did five years ago, having taken into itself certain classes formerly counted as primary. In the upper primary stage there has also been an increase of 8,000, bringing the total up to 46,000 scholars; and in the lower primary an increase of 71,000 makes the total number of boys and girls at this stage 293,219. In the primary stages, taken together, the increase has been 30·4 per cent. During the preceding quinquennium it was 32·7; the former rate of expansion has therefore not been maintained.

Vide General Tables III and V.

The numerical progress is by no means insignificant; but it will be noted that the returns do not support the conclusion which, though made with a certain reservation, has been lately and widely accepted as authoritative, that the increase of scholars in the primary classes, which the children of the people fill, amounted to nearly 80 per cent. in an interval of six years. The statement must have been based on erroneous data, and therefore calls for correction in the light of more fully ascertained facts. The increase during the last five years has been in truth at a slower rate than in the previous quinquennium, being, as we have seen, at the rate of 30·4 per cent. in place of 32·7 per cent., though the numerical increase is somewhat larger.

The percentage of scholars to the population of school age (according to European standards, which are however clearly inapplicable to India) is 11·7 for boys, ·6 for girls, and 6·33 for both together, as against 9·26, ·46, and 5·02 five years ago.

Vide General Table I.

General Summary.

Classes of institutions.	1901-1902. Institutions.	Scholars on the 31st March.	Average number on the rolls.
Public Institutions.			
Collegiate education—			
Arts colleges { For men	24	1,857	1,913
Arts colleges { For women	6	49	48
Professional colleges	9	686	746
School education, general—			
Secondary schools for boys { English	194	13,345	14,128
Secondary schools for boys { Vernacular	301	8,803	8,058
Ditto for girls { English	38	765	759
Ditto for girls { Vernacular	2	31	28
Primary schools for boys	7,263	324,699	312,017
Ditto for girls	387	14,486	13,979
School education, special—			
Training schools for masters	5	447	454
Ditto for mistresses	2	105	103
Other special schools for boys	57	3,170	2,931
Ditto for girls	1	52	50
Total, Public Institutions for 1901-1902 ...	8,289	368,495	355,214
Ditto ditto 1900-1901 ...	7,620	352,578	337,876
Ditto ditto 1896-1897 ...	6,876	281,461	265,678
Private Institutions.			
Advanced schools, teaching—			
Arabic or Persian (for boys)	757	11,084	...
Ditto (for girls)	...	...	...
Sanskrit (for boys)	388	6,388	...
Ditto (for girls)	...	...	...
Elementary schools, teaching—			
A vernacular only or mainly { For boys	3,312	47,650	...
A vernacular only or mainly { For girls	94	2,038	...
The Qurán ... { For boys	1,438	16,433	...
The Qurán ... { For girls	82	685	...
Other schools not conforming to departmental standards.	...	...	...
Total, Private Institutions for 1901-1902 ...	6,071	84,278	...
Ditto ditto 1900-1901 ...	6,300	80,921	...
Ditto ditto 1896-1897 ...	5,630	71,511	...
Grand Total for 1901-1902 ..	14,360	452,773	...
Ditto 1900-1901 ...	13,920	433,499	...
Ditto 1899-1900 ...	13,962	425,767	...
Ditto 1898-1899 ...	13,146	378,250	...
Ditto 1897-1898 ...	12,920	356,543	...
Ditto 1896-1897 ...	12,506	352,972	...

5. The total expenditure from all sources, public and private, on education in the United Provinces, so far as reported, has risen by Rs. 9,20,000, or 25 per cent., and now stands at 45½ lakhs. This is a very small sum for a population of 47,691,782, amounting in fact to something like 1½*d.* per head. The contribution from public funds of all kinds has risen by Rs. 4,68,000, or one-half of the total increase, and now comes to about Rs. 25,78,000, being ⅚*d.* per head of the population. Five years ago the expenditure in no other province stood lower than this: we still occupy the lowest position in this respect. During the current year a special grant of 5 lakhs has been placed at the disposal of the Local Government by the Government of India for education. This will help us to advance, although not relatively to other provinces, which, being in a better position to begin with, have also received proportionately larger special grants; whence they may be expected to increase the lead with which they are starting. Unless we are placed educationally in a financial position comparable with that of other provinces, we cannot hope to achieve the same results.

Vide General Table IV.

The expenditure on colleges shows an increase from Rs. 5,04,000 to Rs. 7,07,000, more than half the increase occurring in the Thomason Civil Engineering College, Roorkee. Boys' schools (general) account for nearly three lakhs of the total increase, and girls' schools for only some Rs. 6,000 in the course of five years. Training schools for masters and mistresses absorb Rs. 68,000 in place of Rs. 45,000. The increase in indirect expenditure reaches to some 3½ lakhs.

Restricting our attention to public funds, whether provincial, local or municipal, the collegiate expenditure has increased from Rs. 2,92,000 to Rs. 4,31,000, and is now one-sixth of the whole public expenditure. On secondary education the outlay is Rs. 3,67,000, or one-seventh of the whole, and on primary education Rs. 9,47,000, or three-eighths of the whole. District Boards are returned as spending Rs. 2,27,000 on secondary education to Rs. 8,07,000 on primary. The corresponding figures, five years ago, were Rs. 3,49,000 and Rs. 5,78,000, but this was the outlay on secondary schools including their primary departments on the one hand, and primary schools on the other. In this year's general tables the expenditure on primary education in the lower classes of secondary schools has been separated and shown as expenditure on primary education. It now appears that secondary education absorbs only 22 per cent. of the total school expenditure of the Boards instead of the 38 per cent. which was supposed to be the proportion five years ago. Neither the old nor the new method can, however, be accepted as absolutely accurate, though the new gives the better approximation.

Attention has more than once been drawn to the fact that something like one-half of the expenditure from local funds on secondary education throughout India and Burma occurs in these Provinces, notwithstanding the orders of the Government of India that primary education has an almost exclusive claim on these funds, so far as they are available for education. The inference has been that this state of things argues a peculiar perversity on the part of Local Bodies in the United Provinces, in that they seem thus to set at defiance the wishes of the Government of India, and to devote themselves to promoting secondary rather than primary education. This, however, is not so; the truth being that, at variance with the practice in the rest of India, the Government of these Provinces has imposed on Local Bodies the duty of supporting secondary education and certain other public objects, in furtherance of the policy of Local Self-Government adopted by the Government of India, and has strengthened their financial position to enable them to bear the burden. Any comparison of the distribution of Local Fund expenditure between primary and secondary education in different provinces, which fails to allow for this circumstance, is simply of no value as showing the attitude of the Boards towards the two branches of school education. They would not be permitted to rob their High Schools in order

to find more money for Primary Vernacular Education. Similarly in the Panjáb the duty and burden of maintaining secondary Anglo-Vernacular Schools has been made over to Municipal Bodies, which therefore expose themselves to the same reproach which has in the United Provinces been cast upon Local Bodies. In other parts of India these same High and Middle schools are retained in the hands of Government, and the District and Municipal authorities shine forth as great promoters of primary education because this is mainly what is left to them.

With regard to a suggestion made "to distinguish Provincial (*sic*) Revenues according to their source," it has been ordered that the general tables should show, where necessary, all expenditure from Local Funds as such, from whatever source they may be derived, but that supplementary figures should be given in the body of the report showing the contributions from Provincial to Local Funds in aid of education. It is, however, impossible for me to give the information desired, since it is not contained in the returns received from the districts, nor available in the office of the Accountant-General. While some definite allotments are made for education on special occasions, yet the rule is that lump sum contributions from Provincial Revenues are given to 'deficit' districts annually; and these contributions are determined, broadly speaking, and according to my information, with reference to the total receipts and expenditure of each Board, with a view to producing approximate equilibrium in the accounts. These contributions are based on estimated receipts and expenditure, not upon actual transactions, and have no relation to any particular head of expenditure. Among special allotments during the quinquennium, the chief were a grant of Rs. 75,000 in the year 1896-97 for the promotion of primary education, and repeated year by year since that date; and a similar grant of Rs. 75,000 in 1899-1900, but part of the latter was devoted to other objects. There are no returns to show exactly how much of this was utilised for the object intended. The provision of science teachers has also sometimes required extra grants to districts by the Government, but not necessarily by way of a specific allotment for the purpose, and therefore not in a form admitting of exact calculation of their amounts.

Vide General Table IV.

6. In the year 1895 orders were issued raising gradually and progressively the fees charged in Anglo-Vernacular Schools and Colleges, whether maintained or aided by Government. These measures have produced a marked effect in the increase of fee income. During the period under review there has been an increment of Rs. 3,15,874, and the income from fees is now returned as Rs. 10,82,109.

Ditto.

7. The expenditure on scholarships exhibits a substantial increase. In the case of Provincial Revenues there is an increase of Rs. 1,488 for Arts Colleges and Secondary Schools, but a decrease of Rs. 3,075 on other scholarships, leaving a net decrease of Rs. 1,587; Local Funds spend Rs. 3,437 more on this object, and Municipal Funds Rs. 550; while other sources account for the main part of the increase, *viz.* Rs. 29,397. These last are often charitable awards given independently of the scholarship or ability of the recipients.

Results of Examinations.

		1901-02.	1900-01.	1899-00.	1898-99.	1897-98.	1896-97
M.A. & D.Sc.	Candidates	37	36	37	32	36	27
	Passed ...	19	28	27	18	22	17
B.A. ...	Candidates	217	275	227	282	270	265
	Passed ...	148	160	120	147	120	131
B.Sc. ...	Candidates	5	4	7	1	4	8
	Passed ...	3	2	5	...	3	7
Intermediate Examination.	Candidates	530	526	472	546	499	564
	Passed ...	273	197	143	266	154	236
Entrance Examination.	Candidates	1,162	1,339	1,295	1,332	1,443	1,579
	Passed ...	592	513	414	587	410	647
School Final	Candidates	346	343	301	276	229	242
	Passed ...	181	177	165	157	117	144
English Middle.	Candidates	2,595	2,548	2,701	3,054	2,905	3,094
	Passed ...	923	989	960	1,080	860	894
Vernacular Middle.	Candidates	3,429	3,335	2,776	3,022	3,105	3,333
	Passed ...	2,448	2,402	1,830	1,849	1,936	1,485
Upper Primary.	Candidates	16,120	15,403	11,209	11,302	12,731	12,520
	Passed ...	11,447	10,499	7,948	7,240	6,503	7,932
Lower Primary.	Candidates	33,172	31,337	25,958	24,317	22,604	24,356
	Passed ...	25,969	24,409	20,376	18,224	16,110	18,027

8. From the examination results it is seen that during the quinquennium 114 post-graduate students have passed examinations in Arts or Science, higher than those for the B.A. or B.Sc. degrees, the number for the previous period having been 112. During the same period 695 have graduated in Arts and 13 in Science, in place of 720 and 7. It is noteworthy that the B.Sc. examination was first held in 1897, the last year of the former quinquennial period, and that the number of candidates has never since been as large as in that year. While seven candidates passed on that occasion, three only passed in 1902, the last year of the present quinquennial period. At the Intermediate examination the successes have decreased from 1,166 to 1,033. The number of passes at the Entrance examination has been affected by the institution of the School Final, and by the defection of candidates to the University of a neighbouring province; it stands at 2,516 as against 2,971 for the preceding period. The School Final examination was first held in 1894. In that year 50 candidates passed the examination. The subsequent increase in the number of candidates has been very satisfactory. In the second year there were over 100 successful candidates; and this year 181 passed the examination, being the highest figure yet reached. The figures for the English Middle examination show a decline from 5,738 in the former quinquennial period to 4,812 in the one under review. The reasons for this are not known with any certainty, but it is satisfactory to note that it has not adversely affected the number of passes in the Entrance and School Final examinations. A certificate of having passed the English Middle is now usually of no more value than a Vernacular Middle certificate for the purposes of getting employment. It may be that on this account fewer students read up to the English Middle standard. Unless they can go on to the High stage it is hardly worth while reading English at all. The Vernacular Middle, on the other hand, is growing steadily more popular. The number of successful candidates has risen from 8,311 during the previous quinquennial period to 10,465 in the present, and this year there were 2,448 successful candidates, which is the highest figure yet attained.

CHAPTER III.

CONTROLLING AGENCIES.

9. Mr. Boutflower was in charge of the Department from the beginning of the year to 20th October 1901. On 21st October I resumed charge of the Directorship. Mr. Boutflower was on tour for 58 days during the time he officiated for me, devoting his time mainly to the hill schools of the Kumaun Division. During my tour of 66 days, I visited Bundelkhand and several important centres.

10. No change has been made in the number or constitution of the five inspection circles during the last five years. Each of these is in the charge of an Inspector of Schools. Three of these officers are members of the Indian, and the remaining two are members of the Provincial Educational service. Subordinate to the Inspectors are eight Assistant Inspectors who are directly concerned with the inspection of Vernacular instruction and the supervision of the District inspecting staff. In the year 1896-97 there were nine Assistant Inspectors, but in the following year the appointment in the Kumaun Division was abolished. The District inspecting staff consists of a Deputy Inspector, assisted generally by one or more Sub-Deputy Inspectors. These are officers directly responsible for the progress of the vernacular schools in their districts; and they are expected to inspect every school in their charge at least twice a year *in situ*. There were 47 Deputy Inspectors and 57 Sub-Deputy Inspectors during the year under report, there being an increase of 26 Sub-Deputy Inspectors during the quinquennium. There is, besides an Inspectress of Girls' Schools, who inspects Anglo-Vernacular Schools for girls, and some vernacular schools, including those which are closed to other inspecting officers. A large increase in the subordinate inspecting staff has become necessary, and has been sanctioned by Government since the close of the year.

11. The following officers were in charge of the different circles during the year under report:—

1st Circle.—Mr. C. E. Welby. During his absence on 6½ months' leave from April 1901, Mr. F. G. Housden, M.A., Provincial Head Master, District School, Allahabad, acted as Inspector.

2nd Circle.—Bábu Gyanendra Nath Chakravarti, M.A., LL.B.

3rd Circle.—Mr. C. F. Dela Fosse, M.A.

4th Circle.—Pandit Gaindan Lal, B.A., Rai Bahádur, remained in charge of the circle from the beginning of the year to the 31st October 1901, when he was relieved by Mr. H. O. Budden; but on the transfer of Mr. Budden to the 5th Circle, Mr. F. G. Housden, M.A., was placed in charge of the circle.

5th Circle.—Mr. H. O. Budden was in charge of the circle, as well as Inspector of the European Schools of the Province, for the whole year except from 25th October to 9th November, during which time the post was held by the permanent Inspector, Mr. Boutflower, who reverted to his post previous to his deputation on special duty. Mr. Boutflower retired from service of Government on January 21st, 1902.

12. The district inspecting officers are servants of the District Boards, with whom rests the final control of the schools maintained at their cost. Much, therefore, depends on the interest which Collectors and Deputy Commissioners show in the Educational advancement of their districts. The Department has to acknowledge the valuable assistance rendered in this way by many of these officers, and particularly by Mr. F. W. Brownrigg, Collector of Aligarh, and Mr. F. J. Cooke, Collector of Budaun.

CHAPTER IV.

COLLEGIATE EDUCATION.

13. *The working of the University during the year.*—At the November meeting of the Senate, His Honour the Chancellor presiding, certain changes in the Regulations in Arts were approved. A Matriculation examination was substituted for the Entrance examination and candidates will be examined in five subjects, of which four must be English, Mathematics, a Classical language, and History with Geography, and the fifth an Indian Vernacular, or an additional classical language, or a modern language, or Physics and Chemistry. A candidate may, in addition, offer himself for examination in not more than two of the following: *(a)* an additional language, *(b)* a second additional language, *(c)* a further course in the compulsory classical language, *(d)* a further course in mathematics, *(e)* a further course in history.

The objects of the changes were to make the Matriculation examination serve the purpose solely of a test of fitness for entrance to the University, and to provide a course which would be suitable to the capacity of an intelligent boy of sixteen. The most important modifications are: the institution of further honour courses; that a classical language has been made compulsory for all; and that an Indian Vernacular will now be recognised as a fit subject of study in High School classes.

It was at the same meeting resolved that the School Final certificate examination should no longer admit to the University, but should be, as its name implies, a certificate that the holder had successfully passed through the whole course of a High School education; and in order to make it of use in obtaining employment, optional subjects of a practical nature were added to the course, *viz.* an additional language (classical or modern), drawing, book-keeping, agriculture with surveying, commercial geography, music, botany, &c. It may be observed that the course of studies pursued for the School Final certificate examination might, according to the regulations, be identical with that followed in preparation for the Matriculation; so that the latter would not be any more than the former, in the nature of things, a test of the fitness of a candidate for proceeding to higher studies. The course of studies might be the same and the examinations identical in two cases, but the names given to the examinations being different they would qualify the candidates thereby for different and mutually exclusive careers. The revision of these regulations has already been deemed necessary, and has been entrusted to a Sub-Committee of the Syndicate.

University Examinations.—The most noticeable features are the continued ill-success of the candidates appearing for the degree of Bachelor of Laws, and the further serious decline in the number of candidates for the Entrance examination. For the LL.B. examination 70 candidates were registered, of whom only 12 were successful, and none qualified for a first class. Thus the standard appears to be high, but the attainments of the students to be low. The changes made in 1901, with a view to improving the character of legal education, have not been long enough in force to produce results; but from the reports of the examiners it would appear that the candidates do not take the examination sufficiently seriously, and that want of careful preparation is the true cause of failure. The decline in the number of Entrance candidates is explained by a similar increase in the number of candidates appearing privately from these Provinces in the Entrance examination of the Panjáb University. So considerably has the income from examination fees diminished from this cause, that the finances of the University have been seriously affected, and there is a loss on the year's working. It is hoped that the adoption of spheres of influence for the different Universities will prevent this disorderly exodus in future.

Any abstract of the story of the University during the year would not be complete without some mention of the loss which it has

suffered by the deaths, in quick succession, of Mr. Thomson, the Principal of the Agra College, and of Mr. White, the Principal of the Canning College. Both gentlemen had laboured hard in the service of the University from its foundation, taking prominent parts in the management of its affairs; and their experienced counsels will be greatly missed at its deliberations.

Arts Colleges.

English.

14. During the quinquennial period ten more colleges have been added to the list of Arts Colleges: eight of these are nothing more than small classes attached to European High Schools. With the exception of LaMartinière College, Lucknow, none of them is attended by more than 15 students. The other two are St. Andrew's College, Gorakhpur, and the Central Hindu College, Benares, both of which are second grade colleges teaching up to the Intermediate examination only, and attached to High schools. The former has been aided since its establishment in 1899-1900, and the latter is an unaided institution opened in the year 1898. The enrolment shows a decline in Government and Aided Colleges and a rise in Unaided Colleges. The popularity of the latter is not due to superior teaching, but to low fees. The enrolment of the colleges during the year rose from 1,248 to 1,490. Five years ago it was returned at 1,446, and the subsequent average has been 1,380. The expenditure on Government Colleges from Provincial Revenues has increased by Rs. 20,736 since the year 1896-97; the same source contributing an additional Rs. 2,600 to Aided Colleges. This is largely due to the increments allowed to salaries of the Professors of Government Colleges, to the larger expenditure on the Laboratories of the Muir Central College, and to additional grants to Aided Colleges.

Vide General Tables III and IV.

The total expenditure from Provincial Revenues on colleges amounts to Rs. 4,24,737, which accounts for 43 per cent. of the total educational outlay of the Provinces from the same source.

15. *Muir Central College.*—The number of students declined slightly during the year owing to the outbreak of plague. There were 30 graduates reading for higher examinations, of whom 24 were reading English Literature for the M.A. degree; one was studying Physics, and two were devoting themselves to Chemistry. In all examinations above the Intermediate, the number of successful candidates is larger than from any other college. The total expenditure amounted to Rs. 97,000 against Rs. 66,000 five years ago.

The great step in advance which the college has taken during the last five years consists in the liberal provision now made, both in buildings and in equipment, for the study of Science. The Physical and Chemical Laboratories are now fully supplied with all that is needed for the highest standard of work. They have met with the unqualified approval of the members of the University Commission, Professor Ramsay and other scientific experts, and they may safely be classed as two of the finest and most complete in the East. But so far the students of these Provinces have shown no particular readiness to avail themselves of the new advantages offered to them; and the Principal fears that the new regulations, excluding Science from the B.A. course, will not have the effect of inducing men to take up the B.Sc., which is unpopular on account of the amount of higher mathematics prescribed; but will rather drive them in larger numbers to take up the literary course.

The Principal gives a striking illustration of the advantage of well-situated and well-managed boarding-houses. He points out that at the time of plague, when a decided panic and demoralization, not indeed unnatural under the circumstances, set in among the non-resident students, many left the station for several months to the detriment of their work; while the majority of the men residing in well-situated boarding-houses could be prevailed upon to stay and continue their studies.

16. *Queen's College.*—The number on the rolls, which fell as low last year as 61, has begun to rise again. The College did remarkably well both in the B.A. examination and in the Intermediate. It possesses a staff of Professors exceptionally qualified for teaching the subjects of the literary course, and the attractions it offers to students who take a real interest in such learning are very great.

17. *Canning College.*—During the year under report this College has experienced a heavy loss in the death of the late Principal, Michael Johnstone White, M.A., LL.D., who died in Scotland while on furlough. Dr. White had been associated with the College from its beginning, having held the Principalship for fully 30 years. Under him it moved into its present fine building, and has developed into one of the leading colleges in the United Provinces. It remains a monument to his life-work. He has been succeeded as Principal by Mr. A. H. Pirie, who has held a Professorship in the College for many years. There has been a decrease in the enrolment at the close of the year, the numbers having fallen from 191 to 179. For this the cholera epidemic of last year is responsible. The average enrolment five years ago (1896-97) was returned as 258.

The fee collections amount to Rs. 9,968 for the year; for 1896-97 they were Rs. 8,731. The scholarships reach nearly Rs. 5,000. Among these are included fee-remissions granted to Oudh students, and totalling about Rs. 2,000, the remainder being made up of Government and College Scholarships, and others specially endowed.

Five students appeared for the M.A. examination in English, and two passed. One entered for Sanskrit, and was successful. At the B.A. examination, 16 passed out of 26 candidates, one in the First Division with Honours in English. The Principal is inclined to ascribe the failure of two of his good students to the present Press outcry against "cram." But a student who, desiring to escape the reproach of cram, does not revise his studies, shows himself wanting in wisdom as well as knowledge, and courts failure, whatever his deserts may be.

There were 75 students in the class preparing for the Intermediate examination, of these 74 appeared as candidates and 42 passed, but all of them in the Second and Third Divisions. The whole class of 75 students seems to have been taken together both in English and in Mathematics. Such classes are too large for the teaching which the Indian student needs at this stage. Mr. Ward, Professor of Science and Mathematics, himself took the Intermediate class in Physics to their great advantage, awakening in his students a marked interest in the subject. The officiating Professor of English advocates the systematic teaching of and practice in English composition in the first year at college. The Principal thinks the course of English reading prescribed by the University too long to leave time for such exercises. But, if so, the really important thing, *viz.* the learning of English, is given less attention than the study of the text-books.

The management of the new boarding-house for 30 junior students calls for some improvement, since several of the boarders have been irregular in attendance at their classes. Mr. Pirie intimates that measures will be taken to check this in future. He also mentions that the drainage of this building is defective—a fact that requires immediate remedy.

During the year some addresses on interesting topics have been given in connexion with the College Debating Society by gentlemen resident in Lucknow; and Mr. Cameron has taken much trouble to make the ordinary meetings of the society useful to students anxious to improve their command of the English language.

18. *Agra College.*—The numbers are no longer decreasing, and the fee-income has risen considerably. The strictest economy was, however, necessary to effect a saving on the year's working. It is in fact only by working with an inadequate staff and paying them very poorly that it has been found possible to make ends meet. During the year the

college suffered an almost irreparable loss by the death of its venerable Principal, Mr. Thomson. It would be hard to exaggerate Mr. Thomson's services to the college which he governed with such conspicuous success for so many years. He joined it at a time when its fortunes were at so low an ebb that the question of closing it was being seriously discussed. He raised it till it became one of the leading colleges of the Province, and at the time of his death there were 140 students in the college and 320 in the school. His pupils, past and present, are now raising a memorial fund to perpetuate his memory. The changes in class teaching and the lack of the services of a European Professor, owing to the delay in filling up the vacancy caused by the death of the Principal, showed themselves in the results in the higher examinations.

I concur with the Principal in thinking it very desirable in the interests of the students that efficient resident Superintendents should be appointed for all caste boarding-houses, and that they should be subject to inspection either by the Circle Inspector of Schools or the Principal of the College.

19. *Muhammadan Anglo-Oriental College, Aligarh.*—The number of students has risen during the quinquennial period considerably, and now stands at 241. The increase in the number of boarders has been quite remarkable. Not only are they drawn from all parts of India, but they even come from Arabia, Burma, Somaliland and the East Coast of Africa. The Principal attributes the popularity of the boarding-house to the manner in which it is managed; and as the subject of boarding-house management is one which is now attracting much attention a brief account of the system in force at Aligarh may be of interest. The Senior English Professor, as Provost, is in general control and is the ultimate authority in all matters pertaining to discipline and organization. Under him is the Proctor, a Muhammadan, the second master of the school. His duties are to allot rooms and deal with ordinary matters of discipline and questions of food supply. He is assisted by 8 sub-proctors who live in the different boarding-houses and are directly responsible to him. The sub-proctors are in their turn assisted by 14 house-monitors, who look after the condition of the boarding-houses and supervise the work of the servants. For looking after the preparation and distribution of the food there are 20 food-monitors. The Principal does not say how the monitors are selected, but it will be seen that, subject to supervision, the students practically manage their own affairs.

A new and excellent feature in the college is the establishment of what is known as the English boarding-house. This is a hostel under the control of one of the English Professors who lives in a bungalow with the boarders, about 30 in number. It is necessarily a more expensive arrangement; but it meets with so much favour among wealthy Muhammadans that the number of applicants for admission very largely exceeds the accommodation available.

The number of students from the college who have passed the examinations of the Allahabad University has been steadily increasing during the past quinquennial period, and in the present year the number of successful candidates is much higher than it has ever been before, being in the B.A. examination 31, which is the largest number in any college except the Muir Central College. None of these, however, attained Honours or a First Division.

20. *Meerut College.*—During the last five years there have been eight changes in the staff of Professors. So many resignations cannot be otherwise than injurious to the work. The cause of it is said to be the low salaries offered. The fact is the college has not the necessary funds for the due performance of the task it has undertaken. The arrangements for teaching science do not fulfil the conditions required by the University for affiliation, and there seems no immediate likelihood

of the deficiencies being supplied. The necessary increase in the boarding-house to provide accommodation for all students not residing with parents and guardians cannot be made for want of funds; and for the same reason the college cannot afford to send teams to take part in the University Tournament. In the library there is a dearth of books of general interest; but the college cannot afford to purchase more books than those that are strictly necessary for current work.

21. *Christ Church College, Cawnpore,* has grown to three times the size since 1897, and has done work that may be ranked as well up to the average from an examination point of view, while in discipline and moral influence it occupies a high position among institutions affiliated to the University of Allahabad. The most important event in the college during the year has been the completion and opening of a new hostel for non-Christian students, to replace the hired native houses hitherto in use. But the college has straightway outgrown this additional accommodation, and the need is felt for still further extending the accommodation for resident students.

22. *St. Andrew's College, Gorakhpur.*—The college, which is now only three years old, is making fair progress; but the extension of railway communication in the eastern districts makes it easy for the few students who might read in a B.A. class to attend larger and better equipped colleges in Benares or Lucknow; and it is doubtful whether a case can be made out in favour of raising the institution beyond the Intermediate standard.

23. *Káyastha Páthshála, Allahabad.*—There has been a slight increase in the number of students in this second grade college, and in the fee income. The results of the last Intermediate examination were very disappointing. Only 13 candidates passed out of 46. Plague is said to have had a good deal to do with it, and no doubt the closing of the college for six weeks and the panic which occurred exercised a bad effect.

24. *Central Hindu College, Benares.*—The results of the Intermediate examination are still far from satisfactory; but the authorities are beginning to see the importance of greater strictness in granting admission and promotion, and an improvement may be looked for. The science laboratory is being provided with the newest fittings and apparatus, as funds permit. Practical teaching in science is given after college hours or during holidays, and the students are said to assemble readily for it. Cricket and football are optional, but all students for a quarter of an hour every day are made to practise dumb-bell exercises. Religious education continues on the same lines as before, and a series of graduated text-books of Hinduism is being prepared under the authority of the Board of Trustees, of which the first, a small Catechism, is now ready.

Oriental Colleges.

25. *Sanskrit College, Benares.*—There were 351 pupils on the roll on 31st of March 1902, a slight decrease as compared with the previous year. The results of examinations were, on the whole, very satisfactory. The higher degree of Acharya, for which six years' preparation is necessary after passing the Madhyama, was obtained by two candidates; the lower degree, that of Upadhyaya, for which an equally long preparation is required, was gained by three candidates. The only department which does not work satisfactorily is the Anglo-Sanskrit Department, and in this some reforms are needed.

26. There is a Mulla examination conducted by the Department. There were ten candidates this year against seven last year, and five of them were successful.

Colleges for Professional Training.

27. *Law Classes.*—The law studies of the University rank as collegiate, although a separate Law College has not been established.

The system in force in the United Provinces has been to allow any Arts College to open law classes, and make its own arrangements for lectures. There were eight such classes in 1896-97, but they have now been reduced to seven by the abolition in 1901 of the class attached to Queen's College, Benares, when the staff at the Muir Central College was concurrently strengthened. This is therefore a step towards centralisation.

Vide General Tables III and IV.

The expenditure from public funds in Government Colleges has risen during the five-year period from Rs. 1,872 to Rs. 2,547, while fees have dropped from Rs. 5,948 to Rs, 5,723. The total number of students is returned as 326, or 40 less than in 1897.

28. *Thomason Civil Engineering College, Roorkee.*—The college report is misleading in that in a tabular "statement showing the number of college students, &c.," students admitted during the year are counted four times over, being shown as candidates for admission, as having passed the examination, as having been granted admission, and again as being enrolled; the whole being added together to produce a so-called total of 1,125. This form of presenting the figures has been in use for some years (*vide* paragraph 5 of the Thomason Civil Engineering College Report, 1902). During the last five years there has been a great expansion of the college. The Civil Engineering course has been extended from two to three years, and the number of students has accordingly risen from 33 to 47. There is also now an Electrical Engineering class with a special two-year course following on the first year of the Civil Engineering class, in which there are, however, only four students. The Upper Subordinate class, with its two-year course as before, numbers 76 students in place of 46. The Mechanical Apprentice and Industrial Classes were only opened in 1896-97, and therefore none but first year students were then in attendance, with numbers 9 and 7 respectively. At the present time the three-year classes yield 19 and 42. In the Military Survey Class the numbers have risen from 18 to 30, including now four men from the Jammu and Kashmir Army.

The increase in the total number from 179 to 337 is thus traceable in the Civil and Electrical Engineering class mainly to the extended course keeping students longer in residence. There is, however, a real increase in the Upper and Lower Subordinate and in the Military Survey Classes. In the Mechanical Apprentice Class the opening of the three classes in succession fully accounts for the growth; there has not been a larger admission. But in the Industrial Class, (i) Printing, (ii) Photography and Photo-Mechanical work, and (iii) Art handiwork, are all admitting larger numbers, as was intended five years ago; though the full numbers then arranged for do not appear to have been reached.

This important development of the operations, and, it may be added, concurrently of the efficiency of the college has taken place under the guidance of Lieutenant-Colonel J. Clibborn, C.I.E., now on furlough, who has practically retired from the Principalship. Captain E. H. deV. Atkinson is now officiating as Principal. Since the report of 1897 was written, a Professor of Mathematics and Physical Science, and a Professor of Experimental Science have joined and strengthened the staff.

The Professors of the Civil Engineering classes complain of an apparent falling off in the average intelligence and industry of the students during the last few years. They have likewise felt dissatisfaction for some years with the arrangement of the work, and with restrictions which have hampered their freedom as teachers. New arrangements are, however, now, though late in the day, being made in order to remove these causes of complaint regarding the time-table, attendance and examinations.

The Upper Subordinate classes are, as usual, doing well, and excellent reports are received of the men who have passed out. The Lower Subordinate classes are also well attended, and competition is very keen among the students; but the medical test is reported to be too

lenient, and obviously unfit men are passed in. Complaint is made that men are sent to the Native Military class who are utterly ignorant of arithmetic. As one of their first duties is to learn the use of scales and how to draw them, it is unfair to the instructors to send such men to them.

The boys of the Mechanical Apprentice Class on passing out receive certificates as Foremen Mechanics; but the big railway workshops scout the idea of employing them as Foremen, and offer them wages varying between Rs. 4 and Rs. 18 a month, as apprentices. The Principal is of opinion that certificates as Foreman Mechanics should not immediately be granted to them on passing out of Roorkee, but that they should be sent as apprentices to Government Workshops for two years on fixed salaries of Rs. 15 a month.

The Draftsman and Computors' Class still languishes. Only four students have joined it since 1897; and yet the Principal says: "I have constant applications from all over India for good estimators." It is obvious that the inducements held out for such men must be insufficient. It appears to be not generally recognised that a skilled draftsman is a much superior man to a mere tracer, and has a right to demand higher wages.

In November last the college issued a circular offering to carry out tests of materials, &c., at a small charge. Ever since there has been a constant stream of applications for testing various metals, and the already overworked staff is flooded with work of this nature. It is to be hoped that the proposals of the Committee of Management for augmenting the staff will be sanctioned; for it would be a great pity if this useful work had to be discontinued for want of men to carry it on.

The health of the college has been good. Two cases of typhoid occurred, which were traced directly to the milk obtained from a neighbouring village. Since then a College Dairy has been started.

It is not possible in this report to do more than touch upon the more salient features of the year's working; but that the institution is flourishing there can be no doubt, and growing in popularity and usefulness year by year.

29. The *Training College for Teachers* will be dealt with more fully in the special chapter which will follow. In this place only a brief note is to be given. There is a staff of five Professors, which is at present adequate for the work to be done. There is a wholesome tone of enthusiasm about the place, passed on from the staff to the students under training. Stipends are given, varying in value for graduates, for those who have passed the Intermediate examination, and for those who have passed only the Entrance or School Final. In the senior or graduates' class the course extends over one year. In the junior class it is a one year's course for those who have passed the Intermediate examination, but lasts two years in the case of those who have only passed the Entrance or School Final examination.

CHAPTER V.

SECONDARY EDUCATION.

Vide General Table III.

30. The number of secondary schools for boys has risen from 466 to 495 during the quinquennial period, but there is a decrease of seven schools this year as compared with the figures of the previous year. The number of scholars in middle schools shows a large apparent decrease. This is due merely to the orders under which primary scholars in such schools are excluded and shown separately as constituting a primary school. The number of scholars in the secondary stage shows no such change. The decrease in expenditure on all kinds of secondary schools is also attributable to the same orders.

Vide paragraph 4, Chapter II.

31. There are three examinations at which the work of secondary Anglo-Vernacular Schools is tested. These are the School Final and the Entrance for the High Section, and the English Middle examination for the Middle Section. In the School Final examination there has been a gradual rise in the number of candidates during the quinquennial period. The percentage of passes has usually been high as compared with that of the Entrance examination, but this year many failures have occurred in elementary Physics and Chemistry. At the Entrance examination the number of candidates who appeared from the schools in these Provinces was 925 of whom 536 passed, giving a percentage of 58 as against 47 last year—an apparent improvement, but possibly accounted for by greater leniency on the part of the examiners in drawing up a second set of question papers, owing to the first set having leaked out before the examination, which had therefore to be postponed. It is worthy of note that this year 15 girls appeared, of whom 12 passed. Government Schools passed nearly two-thirds of their candidates, aided schools rather more than a half, and unaided schools less than 40 per cent. The best results were obtained by the Government Schools of Muzaffarnagar and Almora, which passed all their candidates.

English Middle Examination.—The total number of candidates remained about the same, and the fluctuations in the percentage of passes during the last few years have been slight. Government Schools again passed 44 per cent. of their candidates, but the percentage of passes in aided schools dropped from 43 to 36. The best results were shown by the Rae Bareli and Bahraich Government Schools and the Anglo-Vernacular School, Hathras. The Oudh Government Schools have again passed the largest percentage of candidates.

The modification made last year in the course, by which one of the vernaculars with either science or drawing has been made alternative with any one of the classical languages, did not apparently much commend itself to the candidates, for only 217 out of 2,893 took advantage of it. The number taking up Arabic is still regrettably few, being no more than 35. In spite of the fact that from the year 1907 Persian by itself will not be allowed as a classical language in the B.A. examination, by far the largest number of candidates still continue to take it up.

The report of the examiners shows that the teaching is still far from satisfactory in some of the subjects. It is said that in English the students seem to have learnt 'Keys' by heart without understanding the sense; in Indian history they learn off abstracts by heart; and in geography map-drawing is very defective and the spelling of names bad. These defects are, no doubt, due in great measure to the faulty methods of the junior teachers. Now that English is no longer to be taught in the primary stage it will be possible to replace incompetent men by teachers trained at the Normal Schools.

Vide General Table IV.

32. The expenditure on scholarships in secondary schools rose from Rs. 40,633 to Rs. 65,660.

In the Local Fund expenditure there was an increase of about Rs. 3,250. The most marked increase took place in the expenditure on scholarships met from fees and other private sources. In many cases

these are unauthorized fee-remissions in aided schools. Managers of Anglo-Vernacular Aided Schools frequently evade the rules regarding fees by giving what they call scholarships, but which are in reality aids given out of school funds towards the payment of fees of poor boys. Under recent orders of the Local Government, however, the grant-in-aid to schools which indulge in this form of charity will be reduced by the amount which they can afford to give away in this manner ; and it is to be hoped that they will now devote school money to the legitimate object of improving the teaching.

33. In April 1899 a Committee, presided over by Mr. D. T. Roberts, C.S.I., was appointed by Government to consider certain representations received from persons and public bodies interested in education, expressing dissatisfaction with certain features of the educational system of these Provinces. As a result of the Committee's recommendations the course in arithmetic was considerably lightened in the primary sections, and more uniformly graduated throughout the school curriculum; the standing prohibition against the use of keys was reaffirmed and made applicable to aided and recognised schools, as well as Government Schools ; the Lower Primary and Lower Anglo-Vernacular Middle examinations were abolished ; greater liberty was allowed to head masters of schools in promoting pupils from class to class ; the working day in the preparatory and lower primary sections was restricted in all classes of schools to three hours ; continuous instruction in any schools for more than three hours was forbidden, and agriculture and drawing were introduced as compulsory subjects of instruction into the primary courses.

Secondary Vernacular Schools for Boys.

34. These schools show a nominal increase of four during the quinquennial period. The number of scholars on the rolls fell in the year 1897-98, but there was a continuous rise during the next three years. The number of scholars has declined this year, owing to scholars in primary classes not being included in the returns. *Vide* paragraph 4, Chapter II.

Secondary Vernacular education is not carried on beyond the Middle stage, which offers a two years' course beyond the Primary. The Middle Vernacular examination is, therefore, the School Final for Vernacular education.

Middle Vernacular Examination.—There has been a slight increase in the number of candidates, and the results bear clear testimony to an improvement in the quality of the work done in Secondary Vernacular Schools. State Schools continue to send up the largest number of candidates and to meet with the greatest success. Private candidates as usual have done very badly. The few Aided and Unaided Schools which compete pass a fair proportion of their candidates. Of the six girls who appeared, only two passed. Last year's results show that History, Geography, and Science account for the largest number of failures. Vernacular school teachers are as a rule hardly competent to teach the science which is prescribed, and many of the older men cannot be got to teach History and Geography intelligently. There is therefore still room for improvement, although on the whole the results may be regarded as satisfactory. One district, Dehra Dún, passed all its candidates, and most districts succeeded in passing over 70 per cent. The only districts which passed less than half were Bahraich, Gonda, and Naini Tál. The Allahabad Division gained most scholarships, *viz.* 16 out of a total of 40. The Benares Division, which stood next, gained nine scholarships. In both these Divisions some creditable work is being done in Vernacular Middle Schools.

School buildings.

35. On the whole English schools are housed in good buildings ; though in many cases the students are huddled together in a way which is not healthy and makes efficient teaching difficult. Orders have lately been issued that admissions are to be strictly limited to the space

available in the different class rooms, and the attention of managers has been called to the rule which prescribes that 12 square feet of accommodation must be allowed for each scholar in attendance. In Vernacular Schools, particularly in Town Schools at the headquarters of districts, overcrowding is the rule rather than the exception, and the buildings are frequently ill ventilated and badly lighted. The attention of District Boards is periodically called to the subject, but as a rule they express their inability, for want of funds, to do what is needed. The Benares Division is specially behindhand in this respect, and though the number of scholars steadily increases, for years nothing has been done in some of the districts to increase the accommodation. At Gházipur and Ballia the Town Schools are excessively overcrowded. In the Allahabad Division the Fatehpur Town School, one of the most flourishing middle schools in the province, is housed in a building which was never intended to be used for such a purpose. The rooms are dingy, narrow, and ill-ventilated and the overcrowding very discreditable. It is a wonder that any teaching can be done there; yet six years' repeated remonstrance has not succeeded in inducing the District Board to consider the advisability of building a new school-house.

In the second circle, the Town School at the headquarters of the Fyzabad district is recognised as being in every way unsuitable, but the Board cannot get beyond the stage of deploring the fact.

In the fourth circle at Saháranpur, Meerut and Sháhjahánpur, the Town schools are still accommodated in rented buildings which were never meant for the use of schools, and are not at all adapted for the purpose. There are difficulties in the way of limiting the attendance to the accommodation available; and if they were overcome there would be a great falling off in the number of scholars, for local boards and municipal committees are averse to any outlay on extending or improving school buildings, and it is with them that the ultimate decision rests, unless the Government can spare them a special grant for these buildings.

Boarding-houses.

36. The boarding-houses attached to District Schools are, as a rule, well built, and afford sufficient accommodation. In large towns where there are several Aided English schools more boarding-houses are needed, and it would be well if some of the more prosperous Aided Schools would open these useful annexes. It should be considered a reproach to a school that any of its scholars should be living in lodgings in the town; but there are many such cases. In Gházipur there is no boarding-house, though there are two flourishing English schools.

The boarding-houses of Town Schools are usually even less satisfactory than the school buildings. They are said to meet the wants of poor villagers, but it cannot be said that they make for cleanliness or help to impress upon the minds of the inmates the benefits of sanitation. It is hardly worth while to teach a sanitary primer, if all the rules enjoined therein for the construction of dwelling-houses are violated on the school premises. Precept at variance with example is dead. But besides improvement in existing boarding-houses there is need of a large increase in the number. It is certain that the absence of well organized boarding-houses has kept down the number of scholars in the secondary classes.

Conduct of scholars.

37. No more serious cases of misconduct have been reported during the year than the usual crop of false complaints against authority, cheating, and deliberately making wrong entries in the application for admission forms. Where these have been detected suitable punishment has been inflicted.

CHAPTER VI.

PRIMARY EDUCATION.

38. Primary education is mainly restricted to instruction in and through a vernacular, *i.e.* Urdu or Hindi, and after this year will be entirely so in all State Schools, of which there are none maintained for Europeans. But Aided Anglo-Vernacular schools have been granted a general permission to continue teaching English even in the primary classes. Apart from this, the instruction in Primary Schools for native children includes the three R's, the Geography of India, and an agricultural Primer; and in Anglo-Vernacular Schools drawing.

The enrolment and expenditure on Primary Schools for the year under report do not serve as a basis of comparison with the figures of previous years, since they are swollen by the inclusion for the first time of primary departments attached to Secondary Schools. But the number of boys in the primary stages of instruction in schools of all kinds shows great progress during the last five years, having increased from 249,000 to 323,000 or by 30 per cent. against 34 per cent. for the preceding quinquennium. The increase during the last year has been about 14,900. In the lower primary stage the increase has amounted to 66,600 in five years, towards which the last year contributed 12,600.

Vide paragraph 4 Chapter II.

Vide General Table V

Of the boys in public schools for general education 93·6 per cent. are in the primary stages, but the corresponding figure five years ago was 94·5. The percentage of the male population of school-going age attending primary classes is 8·8 per cent. as compared with 6·83 in the year 1896-97.

The expenditure on primary education for the year has been returned at 60 per cent. of the whole expenditure on Primary and Secondary Schools. This is for boys. The distribution, however, is made on lines which probably somewhat exaggerate the amount actually expended on primary classes in Secondary Schools.

These figures go to show that primary is not seriously neglected in comparison with secondary education. Out of 16 boys at school 15 are in the primary classes, and of every rupee spent on schools for general education 10 annas goes to them.

39. Most primary schools are managed by District and Municipal Boards. In these the attendance of boys has increased by 41,000. In Aided Schools the returns show an increase of 34,000. There is an increase of 1,000 in Unaided Schools and a decrease of more than 2,000 in schools managed by Government, *i.e.* mainly in the primary departments of Government Secondary Schools. The most satisfactory and significant item here is the large increase in Board schools. The returns for Aided Schools cannot be received with so much confidence, nor indeed without grave suspicion that a considerable number of their scholars in some parts of the Provinces exist only on paper. As Mr. R. T. H. Griffith, one of my predecessors, remarked in a passage which I quoted in paragraph 86 of my last quinquennial report, "if mere numbers are to be the test of improvement, we can, if desired and if funds be supplied, swell our returns at once, and so make a better appearance in the statements of the next Annual Report; but the apparent improvement would be only improvement on paper." I cannot pretend that we have entirely escaped the shallows of whose dangers we were forewarned by a former pilot. It was deemed better to run the risk of some mishaps rather than that any should be kept back from starting on the voyage by too stringent regulations. The administration of the grants rests with the District Boards, and is sometimes more dependent on the subservience of the teachers than on their efficiency; a grant is treated as a charitable dole rather than a business-like expenditure for an educational object. Further, inspection and verification of returns have been incomplete, and sometimes impossible, owing to the smallness of the inspecting staff—a defect which will be in a measure remedied by the substantial increase in

Vide General Table V.

the number of Sub-Deputy Inspectors sanctioned by the Government since the close of the year.

40. It remains to review in fuller detail what the aided education is, which has received so great an impulse during the last five years; and also to mention the measures that have now been sanctioned, apart from the increase of the inspecting staff, with a view to placing it on a more satisfactory footing in future.

In the year 1896 grants-in-aid were first given to Primary Vernacular Schools under private management. The District Boards were given fixed sums to be spent on this purpose, and they were required by the bestowal of small grants-in-aid, both to encourage existing indigenous schools to become more efficient, and to hold out inducements to open new schools. In their anxiety not to let any of the special grant for this purpose lapse, the District Boards distributed aid without much discrimination, with the result that in many instances the money was given to undeserving schools or altogether wasted, steps not being taken to make these schools one jot more efficient. Instances were brought to light of aid having been given to schools in which men, altogether illiterate, drew the grant as teachers, or in which no school meetings were held for months for want of scholars. It was, therefore, seen to be necessary in 1899 to make some modifications in the rules to regulate grants-in-aid. Since then, before the question of giving a grant to a school can be considered, the Deputy Inspector of Schools, or some other person appointed by the Board, is required by the rules to report whether the teacher is competent to give instruction to elementary classes in reading, writing, and arithmetic. If the District Boards had invariably called on the Deputy Inspectors to make the inquiry and report, aid would, in all probability, have been given only to deserving schools; but the Boards, wishing to expend the whole of their grants, welcomed recommendations made by members and others not so able as Educational Officers to judge of the fitness of a school for aid or of the qualifications of a teacher. There are, therefore, still many Aided Schools which are so inefficient as to be quite undeserving of aid, and there are many others which have been opened in localities where they were not required, and where their work clashes with that of better schools already in existence.

It must be admitted after an experience of five years that the Aided School experiment, in the form in which it has been conducted in the United Provinces, has not only not fulfilled expectations, but has led to the creation of a class of schools which has tended to lower the standard of primary education. As a general rule the Aided Schools are very inefficient and miserably housed, and attendance at them is most irregular. There is only too good reason for suspecting that the teachers are frequently absent, and that the attendance registers produced for inspection do not represent the real state of things. It is rare at a surprise visit to find as many as a dozen scholars present out of 30, though the registers for previous dates show a high attendance. A consideration of this fact raises a disquieting doubt whether the vast numbers returned as attending Aided Schools may not after all be fictitious. Some Aided Schools situated in prosperous tracts are reported to be not much below the standard of District Board Schools; but reports from backward parts invariably tell the same tale of wretchedness, and there are districts where not a single Aided School is said to be doing even passably well. At least in one circle the teachers are said to remove the names of scholars from the register when they reach Class II to avoid the ordeal of an examination, and the consequent exposure of their bad work.

The notion that indigenous systems of education existed, which only needed help and encouragement from the State to serve as instruments for popularizing primary education among the illiterate masses, is now seen to be erroneous, for the Aided Schools, one and all, shape their studies after the Board school pattern, and are as a rule only

distinguishable from Board schools by their manifest inferiority. The grant of Rs. 3 or Rs. 4 a month is frequently all that the teacher has to live upon, and it is not therefore surprising that many of the men employed in Aided Schools are quite unfit for the work of teaching, and that the majority are very inefficient.

To sum up, under the scheme for Aided Schools as actually put in practice, there has been an extension of primary education, not at an accelerated, but at a retarded rate of growth in comparison with the previous five years (during the last of which the scheme was initiated), while the general results have been on an inferior plane. Had progress been made on the old lines and at the same rate as before, we should have had 10,000 more scholars, real and living, and the education of many thousands of children would have been appreciably sounder and more thorough.

In order still to encourage the system of Aided Schools, but at the same time to secure greater efficiency, it is desirable to allow larger grants, in other words, to pay the teacher better, since the grant is generally what the teacher gets, and to make the amount depend on the educational qualifications of the teacher; to give higher grants to schools that are properly housed and supplied with at least the minimum of furniture and apparatus; and above all to substitute the certainty of discipline by inspection for the chance of trial by examination. And since the close of the year the orders of Government have been issued to carry out these improvements.

41. Village school buildings which belong to the District Boards are kept in fair repair, but those that are hired buildings, as many of them are, are usually very uninviting in appearance, and not properly kept up by the owners. Very little is done to make education attractive. Ordinarily the village school building is unsightly, and its interior dark and squalid. Standard plans for different grades of schools have been drawn up and recommended by the Department for many years, and it would be as well if they were more generally adopted in future, when new buildings have to be erected.

The supply of qualified teachers is insufficient. As each district on the average requires annually some fifteen teachers and can only obtain five from the normal school, it follows that many unqualified men have to be appointed. If the number of normal schools were to be doubled there would not even then be enough trained teachers turned out annually.

At a conference of the Directors of Public Instruction held at Simla in September 1901, the opinion was recorded that in the chapter on primary education in the annual reports, special reference should be made to the progress of education according to the standards of instruction laid down for rural schools, comparing it with that made according to the corresponding standards in urban schools. These remarks pre-suppose a distinction between rural and urban schools which has no existence in the United Provinces. The curriculum is the same, the standards of instruction are the same, and the figures for urban schools are not returned separately from those of rural schools. The data for the special reference which the Directors desired are therefore not forthcoming in these Provinces. It may, however, be noted that part of the primary instruction given to the urban population is given in the lower classes of Anglo-Vernacular Schools, and so far as that portion is concerned it is generally admitted that the standard reached is decidedly inferior to that of ordinary (*i.e.* mainly rural) Vernacular Primary Schools. This is perhaps due to the idea, erroneous but generally prevalent, that vernacular education was of little account to boys who meant to learn English; and the postponement of the commencement of English till a boy passes the upper Primary examination is expected to raise these urban to the level of other urban and of rural schools.

CHAPTER VII.

TRAINING SCHOOLS FOR TEACHERS.

(1) TRAINING INSTITUTIONS FOR TEACHERS IN EUROPEAN SCHOOLS.

42. *(a) For Masters.*—There is no separate institution for the training of male teachers for European Schools. The provision made for training them at the Teachers' Training College at Allahabad has so far only succeeded in attracting one student. It is doubtful whether satisfactory arrangements can be made for any but native teachers there, and it does not seem likely, even if they could be, that Europeans and Eurasians could be persuaded to avail themselves of them.

Vide General Tables III and IV for Europeans.

43. *(b) For Mistresses.*—The Training College for women teachers attached to the All Saints' Diocesan School, Naini Tál, is doing good and useful work. It had on its rolls nine students on 31st March 1902. During the year under review it was maintained at a cost of Rs. 3,860 met from Provincial Revenues. At the last examination nine candidates appeared and all obtained certificates.

(2) TRAINING INSTITUTIONS FOR MASTERS FOR NATIVE SCHOOLS.

(a) Secondary and Primary School Teachers, English.

Vide General Table III.

44. *The Training College, Allahabad.*—The number of students on the rolls has again decreased. The numbers for the last three years have been 43, 32, and 24, the present enrolment. The reason of the decline is that for the last two years untrained men have been offered as good appointments as trained men, *i.e.* practically candidates for masterships have not been required to go to the Training College, nor encouraged to do so by the offer of any advantage compensating them for the loss of pay and the postponement of service which they would incur by attendance at the course. The claims of trained men to promotion appear also to have been disregarded. A continuance of this policy would have emptied the college. The Managers of Aided and Recognised Schools, owing to the dearth of trained men, are still appointing untrained men in large numbers. There is also some prejudice against the methods of the Training College, which only time can overcome. But the new methods are not depreciated in all quarters, and it is already beginning to be recognised in the better schools that a trained teacher is an acquisition to the staff.

Vide General Table VI.

At the annual examination for certificates nine seniors and 12 juniors presented themselves for examination, and nine passed in each class. The result in 'teaching' was creditable, but in the subjects of English, Mathematics, and Vernacular there were more failures. Some of the juniors were men of very meagre attainments, and it was not possible for them to make up their deficiencies in the short time they had studied at the Training College.

The college is thoroughly equipped, but the building is neither adapted nor adaptable to the work. The need of a 'theatre' room is greatly felt, several of the class rooms are too small, and the laboratory is badly lighted. It will be quite impossible to carry on the work in the present building when the numbers rise again, as they may be expected to do before long, to anything like the total for whom stipends are provided.

At present the Government Schools practically absorb all the trained teachers turned out annually. Government service is more attractive than service in private institutions, and the Aided and Recognised Schools usually cannot secure trained teachers, even if they wish.

The staff, five years ago, when the institution was first opened, consisted of the Principal alone. There is now also a Vice-Principal and three other teachers, besides a drill instructor.

Vide General Table IV.

The expenditure was then Rs. 1,934 for five months' work. It has now risen to Rs. 15,881 for the year.

(b) For Secondary and Primary School Teachers—Vernacular.

Normal Schools for Male Teachers.

45. In the beginning of the quinquennial period there were three normal schools, *viz.* at Agra, Allahabad and Lucknow, for the training of teachers for Vernacular schools. A fourth normal school was established at Moradabad in 1899-1900. The number of scholars on the rolls at the end of the year under report was 442, and the expenditure incurred on them amounted to Rs. 54,490, almost all of which was met from public funds. Two hundred and forty-eight candidates went up for the last examination, and 194 passed. Of these 107 obtained certificates as secondary, and the rest as primary teachers.

Vide General Tables III and IV.

In the Lucknow Normal School a number of students left, being dissatisfied with their treatment, and it is probable that in the early part of the year discipline was rather inadroitly enforced. Nearly all the students reading there are in the Urdu classes, and great difficulty is found in Oudh in getting sufficient Hindi-knowing teachers. Normal school pupil teachers often do not know both forms of the Vernacular when they join the school, and during the two years spent by them under training, they are not able to devote sufficient time to the study of a second Vernacular. Some difficulty is consequently felt in placing them when they leave the school; for in the majority of Village and Town Schools there are both Urdu and Hindi-reading scholars. The result of sending a teacher who only knows one form of the Vernacular to a village school is that he either drives away those who wish for instruction in the other form, or compels them to take up his form. In this way a good many would-be scholars are discouraged from attending school. Physical education receives plenty of attention in all normal schools, and there is a marked improvement in the physique of the pupil teachers at the end of their two years' course. At first they do not take kindly to athletics, but they soon overcome their reluctance, and many of them before they leave are quite proficient in drill and gymnastics. The conduct of the students has generally been satisfactory. They are of course somewhat uncouth and mannerless when they first join, being but simple villagers, but they are tractable and, being anxious to improve, soon learn how to behave.

Altogether the Normal School students are the highest product of purely vernacular education in the United Provinces, and the system which places the instruction of the children of the people in their hands, under proper supervision, is full of promise. It is only to be regretted that with so much work to do there are so few qualified labourers available for it; and that the majority of teachers have to be employed without undergoing a course of training.

(3) Training Institutions for Mistresses for Native Schools.

Normal School for Female Teachers.

46. Up to the present the normal school belonging to the Church Missionary Society at Sigra, Benares, has been the only one of its kind in the province. It does good and useful work, but as a matter of fact only turns out Christian teachers, though willing to receive and train others. It has now been decided to open a Government Female School at Lucknow, and all arrangements have been made for starting it at once. There were 96 scholars on the rolls of the Sigra Girls' and Normal School on the 31st March 1902 against 83 in 1896-97; but of these only 21 were under training and the others were reading in the School Department.*

Vide General Table III.

* The training class should have been shown separately from the rest of the school in General Table III, and this will be done in future. The mistake has been discovered this year, and it is too late for correction.

CHAPTER VIII.

TECHNICAL EDUCATION.

SECTION A.—*Industrial School, Lucknow.*

47. *Preliminary.*—The character of the school has undergone considerable change during the course of the last year, the most important features of which are: (1) the abolition of elementary and general education, (2) the starting of workshops in the bazár on lines suggested by the Casanova School at Naples, and (3) the opening of a night school for the general education excluded from the Industrial school course.

The abolition of literary subjects.—It was said that so long as there was provision at this school for the imparting of general education side by side with manual instruction, the school failed to accomplish the object for which it was started, and that the artisan class was not sufficiently drawn to it. Some of the students were undoubtedly, and not unnaturally, ambitious to become Drawing Masters or Draftsmen, in which directions the prospects offered them happened to be more attractive. But the school had not been established for any such purpose as this (although there was no other provision made for the supply of Drawing Masters in the United Provinces), and hence it was determined to eliminate all, even the most elementary general education from the school curriculum. The result has been a considerable decrease in the enrolment. The ordinary school work, to which as much as one quarter of the working day was devoted, was so popular that, when the change was made, out of a total of 155 on the rolls (on March 31st, 1901) there were 141 withdrawals. The number on March 31st last, excluding those who are attending the bazár shop, stood at 59, of whom 25 are scholarship holders. Instruction is now limited to the various industries and drawing. The industries at present taught are carpentry, ironwork, clay modelling, glass-blowing and dyeing.

Vide General Table III.

Bazár workshops.—In pursuance of the orders of Government, a system meant to be in some measure a copy of that followed in the Casanova Boy Artisan School at Naples has been given a trial. Workshops have been started in a rented house situated in one of the busiest public thoroughfares of Lucknow. The Neapolitan system consists in getting local artisans to come and work on the school premises, where the boys all reside as boarders under careful supervision; each artisan to be in charge of a certain number of boys who work under him in the particular trade he is following. The artisans get no salary, they use their own materials, and earn whatever they can from the work done at the school. The consideration which induces them to have a certain number of boys under training is the use of the school house rent free, advertisement for their work, and such help and advice as they obtain from the head of the institution. Owing to the great dissimilarity in the local circumstances of Naples and Lucknow, it has not been possible to adopt this system in its entirety, and it has been found necessary not only to provide artisans with materials, but to give them a fixed salary for the instruction they impart. In Lucknow the boys are without the discipline which is so important a feature of the Casanova scheme. Boys will be paid wages proportionate to the amount of work done, when they can turn out saleable goods; so that almost from the commencement of their career as students they ought to be earning something, instead of being wholly dependent for their maintenance upon their parents. The trades at which work has been started are (1) *Cotton Printing*, including Block-making; (2) *Tarkashi*, or laying strips of sheet brass into wood; (3) *Brass work*; and (4) *Copper work*. For three quarters of an hour every day instruction is given in drawing to all the boys, so that the work they do in the particular industry which they are learning may be systematic and neat, instead of irregular and clumsy, as it is apt to be without any training in drawing. The experiment is a very interesting one, but it must be admitted that it has met with very little

success so far. At the present moment there are but six boys among the four teachers, so that each workman has only one or two pupils. There is therefore not as yet any demand for this kind of education. The boys prefer learning the trades by the traditional methods, and the artisans view the new scheme with suspicion. A fair trial will be given to the scheme, and its development will be closely watched.

Night School.—A Night School was opened in the building of the Industrial School in the middle of February last. The school hours are from 7 to 9 P.M., and instruction is given in Drawing and Mathematics. The number on the rolls on the 31st March was 15. It is reported to me that since that date it has fallen to 10. At present all the scholars are also pupils in the Industrial (day) school; no outsiders have yet joined.

Preparatory classes for the Mechanical Apprentice Class of Thomason College, Roorkee.

Part of the work of the Industrial School has hitherto been to prepare boys for the Mechanical Apprentice Class at Roorkee, where a knowledge of English and some previous instruction in Mathematics, Drawing, Mechanics, together with iron and woodwork are required. It has now become necessary, under the circumstances reported, to make special provision for these boys, and classes have therefore been formed for them. The course extends over three years, instead of six as heretofore, and it remains to be seen whether it will be found enough by the Roorkee authorities; 30 boys are in attendance. Thus more than half the pupils in the industrial school still get a general education, and one which is more than elementary.

Expenditure.—The increased expenditure during the year ending March last is due to the reorganization of the school detailed above and to the fact that the higher salary of the European Head Master was paid throughout the year instead of for only a portion as in 1900-1901. House and conveyance allowance given to the Head Master for several months in the last financial year, prior to the completion of his quarters, also helps to explain the difference. Compared with the state of things five years ago the number of pupils is one-third of what it was, while the expenditure has risen from Rs. 7,400 to Rs. 10,700. Further annually recurring expenditure of about Rs. 1,600 on the bazár workshops scheme, in addition to outlay on tools, has also been sanctioned this year, in order to do the utmost to secure success.

I noted in my last quinquennial report that some 25 passed pupils were employed in railway workshops, three others in other railway work, and two in Military workshops; while two were engaged as Drawing Masters. This year the report shows that two of the students who passed out obtained work as draftsmen on Rs. 30 per mensem, and one from the previous year a drawing mastership on the same pay. No information is given regarding the employment of other passed pupils.

SECTION B.—*Medical Education, Agra Medical School.*

48. The number on the rolls is now 242, an increase of 10 on last year's figures. Of this number 52 are female pupils. The results of examinations are on the whole satisfactory, though the aggregate of marks obtained by the successful Military candidates in the final examination is rather low throughout. In the civil class the aggregate is proportionately much higher. The top candidate obtained 83 per cent. of the marks, and he and the candidate who stands next to him on the list have been awarded medals for proficiency. The pupils are carefully examined at the end of each year's work, and are not promoted to the next higher class unless they pass the annual examination of their class. It will thus be seen that candidates before they can appear in the Final examination have been subject to a progressive series of tests. *Vide* General Table III.

In the Final examination of the female students, the candidate who stood first, and gained both the Viceroy's silver medal and the Lady Dufferin prize, has resigned service and refunded the amount received

in scholarships by her during the whole period of her education. The Principal does not explain the cause, but it is to be hoped that it is due to a wish on her part to practise her profession privately. The results of the examinations of the female students are throughout satisfactory; there are few failures and some of the students have obtained very high marks. The credit of this is assigned to Miss Yerbury, M.D., who has had charge of the department. This lady for her eminent services in connection with both school and hospital has lately been granted the Kaiser-i-Hind medal of the second class.

By the retirement of Senior Assistant Surgeon Rai Bahádur Nobin Chandra Chakravarti, the school has lost an able and conscientious teacher who has served it for more than 27 years.

The general conduct of both male and female students is reported to have been satisfactory.

SECTION C.—*Agricultural School, Cawnpore.*

49. There is a growth, satisfactory though not rapid, in this institution. There were 55 students on the rolls in November last as against 41 the preceding year and 30 on 31st March 1897. Of these 48 are reading in the Kanúngo section, five in the Teacher's section, and two in the Zamíndári section.

Both the students in the last named section are landowners, and one has passed the Intermediate and the other the B.A. examination. It is a hopeful sign that men with such good educational qualifications, who are genuine agricultural students and not studying merely with the intention of ultimately taking service, should be taking advantage of the school.

The expenditure has decreased in five years from Rs. 4,820 to Rs. 4,240.

The staff has been subject to numerous changes. The Principal was away from the school practically the whole year. The first Assistant Master was also away a great part of the year. For most of the year, therefore, the school has been in charge of the second Assistant Master, and he has been assisted by two passed students of the school. It is satisfactory to be able to say that, notwithstanding the frequent changes, the report of the Inspector of Schools shows that the school is in a prosperous condition. The examination in April last was held by the staff of the department, and the whole class succeeded in satisfying the examiners.

The building leaves much to be desired. The class-rooms, and especially the laboratory, are by no means suitable, but the question of their improvement depends upon the decision to be arrived at as to the establishment of an agricultural college. There are now two boarding-houses, but still the accommodation is insufficient. A reading-room has also been built and is just ready for occupation. The kitchen and sanitary arrangements have been greatly improved, and the health of the students, which gave cause for anxiety last year, is now good. Many former students are now employed as kanúngos, and the great majority of them are well spoken of. There is some demand for passed students for employment in other provinces, and applications have been received from large landholders for their services. In fact, though the number turned out by the school annually increases, the demand for them continues to be greater than the supply, so that there is room for further development.

CHAPTER IX.

FEMALE EDUCATION.

50. During the past five years the number of institutions has risen from 448 to 612, partly owing to the new way of counting Secondary Schools with a primary department as two schools; so that this increase conveys no information with regard to new activity. Scholars have increased in number from 15,461 to 20,821 or from ·46 to ·6 per cent. of the female population that would be considered of school-going age in England. But progress has not been steady, and last year the numbers were greater than this. It cannot be said that female education is anywhere progressing satisfactorily. In the Kumaun Division, where prejudice is not so strong, it is making some headway, and in the Allahabad, Benares, and Meerut Divisions, particularly the last, the efforts made have met with some success. The American Methodist Episcopal Mission deserves special mention for the work it is doing in spreading female education; but it must be admitted that a demand for primary education for girls is well nigh altogether wanting, and that the difficulties to be contended with are almost insurmountable. Though the numbers reading in primary classes are half as much again as at the beginning of the quinquennial period, there are even now only 16,147 girls receiving primary instruction. The number of girls in boys' schools, District Board and Aided, has increased from 7 to 2,015.

Vide para. 4 Chap. II.

Vide General Table I.

51. Five years ago I discussed the reasons for the backwardness of female education in these Provinces in paragraph 100 of my report. The excessive indifference or opposition of the people—the growth of ages—has not, of course, been affected in the course of five years. But it may now be remarked that it is part and parcel of a conviction that a woman's place is in her home, and that home duties are enough fully to occupy her time from morning to night, if they are to be properly performed; while education would bring her into touch with the outside world and give her interests beyond the home, which would only distract her attention from her heaven-appointed task. I do not wish to say that this atti tude towards the question is more rigidly observed in the United Provinces than elsewhere, but that it exists here there is no manner of doubt. In a few large towns and in one or two other exceptional centres, it appears to be yielding to that modern spirit which would emancipate woman from a position of household slavery, and give her a share in the intellectual privileges of the race of which she, no less than man, is a part. In considering the education of girls, the people of this country rightly attach great importance to their moral welfare, and believe that in their own homes they are safer from evil influences than they would be in a school where the prime object is mental development rather than direct formation of character. It is obvious that other hindrances to progress are found in the social customs of the people, such as the observance of *parda* in varying degrees of strictness, and early marriage. Facilities for female education have been extended by the opening of girls' schools by the District Boards, by giving aid to those who were willing to carry on such schools, and by encouraging the attendance of girls at the ordinary elementary schools in villages. But in comparison with other provinces, if we judge by last year's reports, the United Provinces fall short in liberality towards this branch of education. The expenditure on Secondary and Primary Schools for girls, per mille of the population, in the larger provinces was as follows:—Bombay rupees 30 annas 2; Bengal, rupees 8 annas 12; Madras, rupees 18 annas 11; Punjab, rupees 10 annas 9; and United Provinces, rupees 7 a nas 9.

The corresponding figure for these Provinces five years ago was Rs. 6-11.

52. This year one girl passed the B.A. examination from Isabella Thoburn College, Lucknow. Seven candidates also appeared from this institution in the Intermediate examination of whom five were successful.

At the last Entrance examination there were 15 female candidates, of whom 12 passed; and with the exception of one all were European, Eurasian or Native Christians. Two Muhammadan girls passed the Vernacular Middle examination. In the English Middle examination prescribed for girls 70 candidates were sent up, of whom 43 were successful. The only school which distinguished itself is the Girls' High School, Dehra Dún, which sent up eight candidates all of whom passed, two standing in the first division. Three girls also passed the English Middle examination for Boys.

53. Aided Schools are chiefly managed by Missionary societies. Among non-missionary schools the City School, Allahabad, is the only one that can properly be said to thrive. The girls are drawn from respectable classes, and in the Bengali section of the school the tuitional results are very creditable, and in the other fair.

54. Female teachers, competent or otherwise, are very scarce. The same difficulties which hinder the spread of female education operate even more unfavourably upon the supply of female teachers. There is a prejudice against women following this profession, and by many it is regarded as hardly respectable. A normal school at Lucknow for female teachers has at last been established, and it is hoped that the arrangements made to meet the requirements of the *parda* system will commend themselves to the native public. As soon as competent teachers become available and money is spent on opening schools, it is almost certain that female education will begin to make progress, although it will be ages before the attendance of girls can be expected to reach a satisfactory figure, as judged by the standards common in European countries.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

SECTION A.—*Europeans and Eurasians.*

55. There are in all 109 institutions which send in returns, classified as follows: 10 Arts Colleges, 41 Secondary Schools, 57 Primary Schools and 1 Training School for mistresses. It should, however, be noted that the Primary Departments of Secondary Schools have now to be returned as independent schools. In reality there are only 58 separate institutions, *viz.* 47 Aided and 11 Unaided Recognised Schools. The figures for the last five years show a slight increase both in the number of schools and scholars; but this is mainly due to returns having been received lately from Unaided Schools which had not previously sent them in. The closing of the Mussoorie School has been a severe blow to the most advanced European education in the United Provinces, for, as mentioned in last year's report, there is at present no school capable of taking the same position.

Vide General Table III, for Europeans.
Vide paragraph 4, Chapter II.

56. The total expenditure on European Aided Schools has declined during the five years by Rs. 28,992. The grants-in-aid earned are now less than they used to be, and the expenditure from "other sources" has greatly diminished. The grants to Roman Catholic Schools have increased by Rs. 1,100, those to Church of England Schools have been reduced by Rs. 6,600, and those to other schools by Rs. 3,000. Of these three classes of schools, the first takes 41, the second 35½ and the third 23½ per cent. of the total grant. The income from fees included in the returns has increased during the quinquennial period by Rs. 30,422.

Vide General Table IV for Europeans.

57. There were a larger number of candidates for examinations this year than last, and except in the case of the Boys' High School examination the degree of success attained was higher. As usual, the girls have done better than the boys. The list of schools which have done well is a long one and the following deserve special mention:—

Boys' Schools.—St. Joseph's Seminary, Naini Tál; the Hermitage College; St. Peter and St. Paul's, Agra; Oakgrove, Mussoorie; and LaMartinière School, Lucknow.

Girls' Schools.—LaMartinière School, Lucknow; St. Patrick's School, Agra; All Saints' Diocesan School, Naini Tál; Wellesley High School; Girls' High School, Allahabad; Oakgrove, Mussoorie; and Colvin School, Allahabad.

There has been an improvement as compared with last year in the *English* papers, also in *Latin* and *Perspective Drawing*; but in *Mathematics*, *History* and *Science* the quality of the teaching and the attainments of the taught cannot be considered satisfactory, and more attention will have to be paid to them in future.

58. The improvement of European education in India has been the subject of a conference, held in Calcutta in March last, under the orders of the Government of India. Modifications have been proposed in the curriculum and course of studies and in the grant-in-aid rules, and suggestions have been made for securing greater efficiency in the teaching. There is good reason to hope that the result will be that European education will be put on a more satisfactory footing.

SECTION B.—*Hindus and Muhammadans.*

59. During the quinquennial period the number of Hindu scholars shown in the returns has increased from 266,000 to 349,000, or by 83,000. The Muhammadan roll has risen by 16,000, and now stands at about 91,000. The proportion of Hindu scholars has increased, but that of Muhammadans has declined. In public institutions the Hindus have increased by 76,000, and Muhammadans by less than 10,000. Amongst the latter community there has therefore been relative retrogression.

Vide General Table IIIA.

SECTION C.—*Colvin Taluqdárs' School, Lucknow.*

60. Last year the Principal submitted a report which was characterised by Mr. Boutflower as brief and uninteresting; he has since explained to me that what he then sent was merely an abstract, and he has this year declined to send me a copy of his report.*

SECTION D.—*Reformatory School, Bareilly.*

61. A full report on the working of the institution was submitted by me to Government on the 7th April 1902. The school has now been under the department for more than a year, but the changes introduced in the working of it have not yet had time to produce a marked effect. The health of the boys has been satisfactory. The number of punishment rose slightly, chiefly on account of a propensity at first among the older boys to fight among themselves. There were no escapes during the year under report. Industrial training is, as far as possible, according to hereditary trade.

The number of cases of "cannot be traced" among discharged boys is still high. It is now proposed to make enquiries through the Deputy Inspector of Schools instead of through the District Magistrate.

* Since the above was written the Principal has sent in his report in compliance with instructions from the Commissioner, Lucknow Division.

CHAPTER XI.

PRIVATE INSTITUTIONS.

62. It is very difficult, if not impossible, to collect accurate statistics regarding private schools, institutions which are not permanent, and often have no fixed local habitation, but give occasional elementary instruction in an unsystematic way to the few children they can gather together. No doubt a great deal of this kind of activity is in existence and is often not without value, though sometimes a mere playing at school—a feeble imitation by unqualified persons of what they see is done elsewhere. The difficulties in the way of obtaining reliable information are obviously even greater than in the case of Aided Schools. The Deputy Inspectors have, as a rule, to accept the statements of teachers, and cannot check their accuracy. The average enrolment of scholars in Sanskrit Schools is less than 15, and it is possible that in some cases the numbers are so small as not really to constitute a school. It would not therefore be safe to argue that there was an increasing desire for female education, because the numbers under instruction in girls' elementary private schools are returned as 2,038 in 1902 as against 1,113 in 1897. The figures in the intervening years fluctuate so remarkably that little or no reliance can be placed upon the returns; and it would not be safe to venture a merely conjectural explanation of these violent fluctuations, even if they were accepted as real.

Vide General Table III.

In the case of boys the figures show an increase from 40,142 to 47,650 during the course of five years.

CHAPTER XII.

PHYSICAL AND MORAL TRAINING.

63. Physical education in the larger and better equipped schools receives quite as much attention as it deserves. In some of the poorer schools situated in the heart of large cities, there is no other means of providing for it, for want of play-grounds, than by putting the boys through a course of dumb-bell exercises. The Inter-School Tournaments have developed into exciting contests for trophies, and so keen is the competition that athletes appear to be in greater demand than scholars in some schools, where indeed they are specially retained to represent their school at the tournaments. In the 3rd Circle it has been found necessary to limit the age of competitors in order to exclude young men, skilful at games but with little aptitude for study, who were kept on at school solely to strengthen the school teams.

64. Conscientious teachers, themselves of a high moral character, can do a good deal towards the formation of the character of their pupils by judiciously availing themselves of the opportunities which occur in the course of the daily lessons for inculcating morality. In Mission Schools the day is always commenced by prayers and a short address. In Secular Schools this is not of course possible, but Head Masters and teachers can, and indeed in many cases do, set a good example to their pupils and, by the exercise of personal influence, mould their character aright. The respect for the teacher, which is inborn in an oriental, makes the school a power for moral good or ill, and there are instances of the use and abuse of this influence. The experiment at the Hindu College of giving religious and moral instruction to Hindus is one which deserves to be watched with interest. The Committee are evidently very much in earnest and sanguine of obtaining good results. The extension of the hostel system in colleges and of boarding-houses in schools, if on the lines desired by the Government of India, should be a powerful instrument of moral training. On the other hand, if these institutions fall into the hands of narrow-minded or unprincipled persons they may be a source of positive moral evil to the students residing in them, and to the community at large.

The people of India do not seem nowadays to concern themselves so much about the training of their boys in the elements of common morality as about the safeguarding of their girls; hence it is that any arrangements, however deficient and however faulty, that may be made for the supervision of school-boys in boarding-houses are accepted without complaint or murmur; while scarcely anything pleases that may be done to look after girls when away from the custody of their natural guardians. The influence of a good Superintendent of hostel or boarding-house, who should stand *in loco parentis* to pupils, is not fully appreciated, is not perhaps understood, and is rarely demanded in school or college by the parents of scholars. Yet it is often the one thing needed to make sure that education shall be a good to be desired rather than an evil to be circumscribed. Ruskin has taught us, though the lesson has not penetrated the heart of modern India, that "education does not mean teaching people to know what they do not know. It means teaching them to behave as they do not behave . . . . . It is painful, continual, and difficult work; to be done by kindness, by watching, by warning, by precept, and by praise,—but above all by example." Yet this is a doctrine which the East has no need to go to the West to learn. It was once of the essence of oriental education, either as fitting a youth to bear himself aright in all the relations of life, or as providing the natural and necessary supplement to profound scholarship. The ancient Seminaries of India were, like those of England, religious as well as learned foundations, and knowledge was not divorced from ethical guidance. But something in the strain and stress of our present system has allowed this primary idea to be pushed too much on one side, although here and there its supreme importance has been duly remembered and made the motive of efforts to provide that complete moral, as well as physical and intellectual training, which makes the finished scholar and citizen—*totus, teres, atque rotundus.*

CHAPTER XIII.

THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

65. Under the orders of the Government of India the rules of the Text-Book Committee were revised and its constitution modified in the year 1901. The number of members was cut down from 40 to 20 in addition to the President, the sub-committees were reduced from five to four and an Inspector of Schools was appointed President of each sub-committee. The effect of the reduction in numbers has been to make it rather difficult at times to select suitable members to serve on sub-committees, but on the other hand the change has vivified the interest of the members, who now all take part in the work of reviewing books. Before the Text-Book Committee is called upon to review and report upon a book it is first examined under the orders of the Director to see whether it is a work upon which the opinion of the Committee ought to be taken. This change in the rules has relieved the Text-Book Committee of the necessity of considering, as it used to do, a large number of books which were obviously unsuited for use in schools, and thus lightened its work considerably. A list of books approved for use in schools is now published annually in the United Provinces Gazette, but Government also reserves to itself the right to prescribe a text-book on a particular subject for use in schools maintained or aided out of public funds. Unaided Schools may, with the sanction of the Director, use books not included in the approved list. It is part of the work of the Text-Book Committee to ascertain that the price of a book is fair, and any subsequent alteration in the price, paper or printing of a book prescribed, without reference to the Text-Book Committee, renders it liable to removal from the list of approved text-books.

The General Committee met twice during the year, once on the 6th March and again on the 5th November. The sub-committees held nine meetings in all against 12 in the preceding year. This is due to the number of the sub-committees having been reduced from five to four.

One hundred and thirty-eight miscellaneous publications were considered, of which 36 were recommended for use in schools, either as text-books or library and prize-books.

The library now consists of 1,541 works or 3,052 volumes. The number of volumes given is inclusive of duplicates. It is available as a reference library, but is not so used by any one. Many of the books are discarded text-books and other equally useless publications; but it contains much that is of value.

A special committee was appointed during the year 1901 to consider the question of Arabic teaching in schools. The committee recommended, and its recommendation has been approved, that a graduated course of Arabic text-books in Grammar, Composition, and Reading, simplified in accordance with western methods throughout, should be prepared for use in schools.

66. Depôts attached to Deputy Inspectors' offices for the sale of books to Vernacular Schools were established in 1901 in most districts of the Provinces, and the Deputy Inspectors' private shops were closed. The new system is certainly an improvement on the old one, but it has been found more convenient, in districts where sufficient provision already exists in cities for the sale of books, to leave the matter entirely to private enterprise. The closing of the book depôts in these districts has relieved the Deputy Inspectors of a troublesome task, and the District Boards of the up-keep of a rather expensive staff for the sale and distribution of text-books.

T. C. LEWIS, *M.A.*,
Director of Public Instruction,
United Provinces of Agra and Oudh.

ALLAHABAD:
The 8th September 1902.

LIBRARY
OF THE
BOMBAY
BRANCH
OF THE
ROYAL ASIATIC SOCIETY

GENERAL TABLES Nos. I—VIII.

I.—Abstract of number of institutions and attendance.

II.—Abstract of expenditure.

III.—Detail of institutions and attendance.

IIIA.—Number of scholars on the 31st March 1902 classified according to sex, race, or creed.

IV.—Details of expenditure.

V.—Classification of scholars.

VI.—Results of examinations.

VII.—Distribution of Local and Municipal expenditure.

VIII.—Return showing attendance and expenditure in hostels for males and females.

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III.—Details of institutions and attendance.

IV.—Details of expenditure.

V.—Classification of scholars.

APPENDICES.

Provincial Table A.—Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1902.

Provincial Table B.—Giving particulars of Vernacular Primary Schools for boys for the year ending 31st March 1902.

GENERAL TABLE I.

Abstract return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh at the end of the official year 1901-1902.

(For details see general Table III.)

Area and population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of	
Total area in square miles.	Number of towns and villages.	Population.		Collegiate Education.		School Education, General.		School Education Special.		Total of Public Institutions.	Advanced.	Elementary.			
				Arts Colleges.	Professional Colleges	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
107,164	Towns ... 455 Villages, 105,073 Total, 105,528	Males... 24,616,942 Females, 23,074,840 Total, 47,691,782	Institutions — For Males.	24	9	495	7,263	5	57	7,853	1,145	4,750	13,748	Institutions to number of towns and villages.	13·03
			Institutions — For Females.	6	...	40	387	2	1	436	....	176	612		·58
			Institutions — Total ...	30	9	535	7,650	7	58	8,289	1,145	4,926	14,360		13·61
			Scholars — Males ...	1,857	686	22,074	323,038	447	3,065	351,167	17,434	63,351	431,952	Male scholars to male population of school-going age.	11·70
			Scholars — Females...	49	...	870	16,147	105	157	17,328	38	3,455	20,821	Female scholars to female population of school-going age.	·60
			Scholars — Total ...	1,906	686	22,944	339,185	552	3,222	368,495	17,472	66,806	452,773		6·33

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1901-1902.

(For Details see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.									Total Expenditure on Public Instruction.
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Boarding Houses.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions { For Males,	4,30,113	2,60,432	8,62,459	11,91,807	55,916	1,00,638	29,01,365	54,634	45,289	2,71,720	1,19,346	3,10,120	89,194	96,766	3,23,943	13,11,012	45,59,433
For Females ...	16,058	...	94,552	2,24,778	11,668	...	3,47,056										
Total ...	4,46,171	2,60,432	9,57,011	14,16,585	67,584	1,00,638	32,48,421	54,634	45,289	2,71,720	1,19,346	3,10,120	89,194	96,766	3,23,943	13,11,012	45,59,433
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction ...	18·7	24·0	10·2	6·8	·4	5·9	66·0	...	4·5	12·4	2·7	8·8	4·0	...	1·6	34·0	100·0
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·1	...	15·6	55·3	3·9	1·0	75·9	...	...	10·2	1·3	9·0	·8	1·4	1·4	24·1	100·0
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction ...	4·1	...	30·4	58·6	...	·2	93·3	...	...	...	2·9	2·0	·2	·8	·8	6·7	100·0
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	9·8	5·7	21·0	31·0	1·5	2·2	71·2	1·2	1·0	6·0	2·6	6·8	2·0	2·1	7·1	28·8	100·0

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh for the official year 1901-1902—(concluded).

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
3. Average annual cost of educating each pupil in—							
Government Institutions. Cost to Provincial Revenues.	188 6 4	551 10 5	5 7 3	0 9 9	...	26 2 10	34 6 7
Government Institutions. Cost to Local and Municipal Funds.	2 2 1	...	22 7 0	7 7 6	120 10 1	5 7 7	16 6 8
Total Cost ...	**231 9 8**	**570 15 0**	**50 6 10**	**13 12 10**	**121 5 9**	**36 5 9**	**65 2 10**
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...
Local Fund Schools. Cost to Local Funds	...	...	8 12 0	2 15 9	...	14 14 1	3 2 11
Total Cost ...	**...**	**...**	**12 2 8**	**3 6 11**	**...**	**28 4 3**	**3 11 9**
Municipal Schools. Cost to Provincial Revenues.	...	...	0 1 7	0 0 2	...	...	0 0 4
Municipal Schools. Cost to Municipal Funds.	...	...	15 10 6	3 14 2	...	...	4 11 9
Total Cost ...	**...**	**...**	**35 9 5**	**4 13 8**	**...**	**...**	**7 1 1**
Aided Institutions. Cost to Provincial Revenues.	67 1 2	...	9 9 7	0 11 5	35 11 10	...	1 15 10
Aided Institutions. Cost to Local and Municipal Funds.	5 10 7	...	8 12 4	1 10 7	24 14 11	5 4 11	2 4 6
Total Cost ...	**215 1 4**	**46 0 1**	**55 14 4**	**5 10 1**	**121 3 10**	**21 12 8**	**11 8 8**
Unaided Institutions, Total Cost.	**246 9 9**	**38 12 7**	**82 6 5**	**14 0 2**	**...**	**52 3 2**	**48 14 4**
All Institutions. Cost to Provincial Revenues.	94 12 6	320 3 2	4 7 0	0 3 4	6 14 11	19 9 10	1 13 7
All Institutions. Cost to Local and Municipal Funds.	3 3 9	...	11 8 7	2 11 2	102 1 2	5 5 11	3 7 2
Total Cost ...	**227 8 4**	**349 1 8**	**41 10 6**	**4 5 6**	**121 5 4**	**33 12 2**	**9 2 4**

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh, for the official year 1901-1902.

Class of institutions.	Public Institutions.							
	Under Public Management.							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
COLLEGIATE EDUCATION. English	3	296	319	248	...	...	...	...
COLLEGIATE EDUCATION. Oriental	2	356	360	311	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
COLLEGIATE EDUCATION. Law	1	83	83	53	...	...	...	...
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	1	336	325	322	...	...	...	...
COLLEGIATE EDUCATION. Teaching	1	24	25	23	...	...	...	...
COLLEGIATE EDUCATION. Agriculture	...	...	...	...	...	...	...	...
Total	**8**	**1,095**	**1,112**	**957**	...	...	...	...
Secondary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	34	4,366	4,824	4,148	1	56	66	52
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools — English	10	454	410	337	14	433	398	343
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools — Vernacular	4	56	62	54	282	8,513	7,751	6,252
SCHOOL EDUCATION, GENERAL. For Girls — High Schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools — English	...	...	...	...	2	31	28	21
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools — Vernacular	...	...	...					
Total	**48**	**4,876**	**5,296**	**4,539**	**299**	**9,033**	**8,243**	**6,668**
Primary Schools.								
SCHOOL EDUCATION, GENERAL. For Boys	66	3,824	4,180	3,538	4,701	232,530	222,449	178,302
SCHOOL EDUCATION, GENERAL. For Girls	...	...	...	...	173	4,690	4,446	3,480
Total	**66**	**3,824**	**4,180**	**3,538**	**4,874**	**237,220**	**226,895**	**181,782**
Schools for Special Instruction.								
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	4	442	449	423	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	2	242	231	227	..	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Technical and Industrial Schools,	1	59	123	105	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	1	52	52	48	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools — Reformatory	1	256	256	255	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools — Miscellaneous	42	1,859	1,572	1,142	1	39	34	22
Total	**51**	**2,910**	**2,683**	**2,200**	**1**	**39**	**34**	**22**
Total of Colleges and Schools of Public Instruction.	**173**	**12,705**	**13,271**	**11,234**	**5,174**	**246,292**	**235,721**	**188,472**

GENERAL

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public Institutions. Under Private Management. Aided by Government or by Local Fund or Municipal Boards. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.
1	10	11	12	13	14	15	16	17	18	19
COLLEGIATE EDUCATION, GENERAL.										
Arts Colleges.										
English	7	783	804	667	16	411	418	376	26	1,490
Oriental	2	60	60	46	...	...	...	...	4	416
Colleges or Departments of Colleges for Professional Training.										
Law	2	133	149	124	4	110	164	116	7	326
Medicine	...	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	1	336
Teaching	...	...	...	...	...	...	...	...	1	24
Agriculture	...	...	...	...	...	...	...	...	...	...
Total ...	**11**	**976**	**1,013**	**837**	**20**	**521**	**582**	**492**	**39**	**2,592**
SCHOOL EDUCATION, GENERAL.										
Secondary Schools.										
For Boys — High Schools ...	55	5,054	5,279	4,432	11	744	858	737	101	10,220
For Boys — Middle Schools — English,	42	1,399	1,454	1,210	27	839	839	689	93	3,125
For Boys — Middle Schools — Vernacular.	12	170	180	138	3	64	65	43	301	8,803
For Girls — High Schools ...	17	573	559	514	2	49	51	48	19	622
For Girls — Middle Schools — English,	17	134	137	125	2	9	12	9	19	143
For Girls — Middle Schools — Vernacular.	...	...	..	...	...	...	...	...	2	31
Total ...	**143**	**7,330**	**7,609**	**6,419**	**45**	**1,705**	**1,825**	**1,526**	**535**	**22,944**
Primary Schools.										
For Boys ...	2,403	84,544	81,602	66,154	93	3,801	3,786	3,103	7,263	324,699
For Girls ...	203	9,408	9,236	7,348	11	388	297	266	387	14,486
Total ...	**2,606**	**93,952**	**90,838**	**73,502**	**104**	**4,189**	**4,083**	**3,369**	**7,650**	**339,185**
SCHOOL EDUCATION, SPECIAL.										
Schools for Special Instruction.										
Training Schools for Masters.	1	5	5	4	...	...	...	...	5	447
Training Schools for Mistresses.	2	105	103	108	...	...	...	...	2	105
Schools of Art ...	...	...	...	...	...	...	...	...	...	...
Law Schools ...	...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	2	242
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	6	599	588	537	2	78	73	63	9	736
Commercial Schools ...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools ...	...	...	...	...	...	...	...	...	1	52
Other Schools — Reformatory...	...	...	...	...	...	...	...	...	1	256
Other Schools — Miscellaneous	1	19	29	19	1	19	23	20	45	1,936
Total ...	**10**	**728**	**725**	**668**	**3**	**97**	**96**	**83**	**65**	**3,774**
Total of Colleges and Schools of Public Instruction.	**2,770**	**102,986**	**100,185**	**81,426**	**172**	**6,512**	**6,586**	**5,470**	**8,289**	**368,495**
PRIVATE INSTITUTIONS ... 1. *Advanced teaching*— (*a*) Arabic or Persian									757	11,084
(*b*) Sanskrit									388	6,388
(*c*) Any other Oriental classic									...	...
2. Elementary, teaching a vernacular only or mainly. For Boys...									3,312	47,650
2. Elementary, teaching a vernacular only or mainly. For Girls...									94	2,038
3. Elementary, teaching the Koran ... For Boys...									1,438	16,433
3. Elementary, teaching the Koran ... For Girls...									82	685
Total ...									**6,071**	**84,278**
GRAND TOTAL ...									**14,360**	**452,773**

TABLE III.

United Provinces of Agra and Oudh, for the official year 1901-1092.

Number of scholars on the 31st March learning.						Number of girls in boys' schools.	Number of boys in girls' schools.
English.		A classical language.		A vernacular language.			
Males.	Females.	Males.	Females.	Males.	Females.		
20	21	22	23	24	25	26	27
1,426	49	771	32	45	...	...	...
42	...	416	...	...	...	...	...
326	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
336	...	...	...	...	...	...	...
24	...	...	...	48	...	...	...
...	...	...	...	...	...	...	...
2,154	**49**	**1,187**	**32**	**93**	...	..	...
10,145	75	6,633	52	5,004	8	75	...
3,108	12	2,088	...	2,070	...	12	...
7	...	38	...	8,765	...	...	...
6	616	4	299	5	330	...	6
7	136	...	32	6	112	...	7
...	...	...	...	31	...	...	...
13,273	**839**	**8,763**	**383**	**15,881**	**450**	**87**	**13**
6,150	225	789	23	322,253	2,090	2,240	...
390	2,090	15	189	301	13,582	...	579
6,540	**2,315**	**804**	**212**	**322,554**	**15,672**	**2,240**	**579**
5	...	...	...	889	...	...	...
...	105	...	...	...	192	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	190	52	...	...
...	...	...	...	...	...	...	...
90	59	...	...	395	105	105	...
...	...	...	...	...	...	...	...
52	...	...	...	52	...	...	...
...	...	...	...	256	...	...	...
...	...	94	...	1,842	...	...	...
147	**164**	**94**	...	**3,624**	**349**	**105**	...
22,114	**3,367**	**10,848**	**627**	**342,152**	**16,471**	**2,432**	**592**
...	...	11,084	...	...	...	38	...
...	...	6,388	...	...	...		...
...	...	...	...	...	...	...	...
2,505	2	2,400	9	43,492	246	257	...
...	4	...	156	28	1,854	...	28
...	...	15,874	559	...	...	559	...
...	...	56	629	...	..	...	56
2,505	**6**	**35,802**	**1,353**	**43,520**	**2,100**	**854**	**84**
24,619	**3,373**	**46,650**	**1,980**	**385,672**	**18,571**	**3,286**	**676**

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	83	37	328	697	293	...	3	...
	Female	44	5	...	...	...	...	...	...
Oriental	Male	...	...	372	...	44	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	1	6	56	196	66	...	1	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Engineering	Male	66	3	38	173	56	...	...	...
	Female	...	...	..	...	...	...	...	...
Teaching	Male	1	1	6	15	1	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	..	...	...	...	..	...
	Female	...	...	...	...	...	...	...	...
	Total	**195**	**52**	**800**	**1,081**	**460**	**...**	**4**	**...**
SCHOOL EDUCATION, GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	879	349	1,836	5,142	1,923	2	8	6
	Female	75	...	...	...	...	...	...	...
Middle Schools—									
English	Male	28	133	519	1,776	653	...	1	3
	Female	12	...	...	...	...	...	...	...
Vernacular	Male	...	7	1,954	5,024	1,817	...	...	1
	Female	...	...	...	...	...	...	...	...
For Girls—									
High Schools	Male	6	...	...	...	...	...	...	...
	Female	466	148	...	...	...	...	...	2
Middle Schools.									
English	Male	6	...	...	1	...	...	...	...
	Female	38	96	...	...	1	...	1	...
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	4	27	...	...	...
	Total	**1,510**	**733**	**4,309**	**11,947**	**4,421**	**2**	**10**	**12**
Primary Schools—									
For Boys	Male	1,012	1,262	78,291	194,890	46,909	...	31	64
	Female	221	...	299	1,189	527	...	4	...
For Girls	Male	362	127	25	49	14	...	2	...
	Female	979	2,679	1,451	6,071	2,702	...	4	21
	Total	**2,574**	**4,068**	**80,066**	**202,199**	**50,152**	**...**	**41**	**85**
SCHOOL EDUCATION, SPECIAL— *Schools for Special Instruction.*									
Training Schools	Male	...	5	197	182	63	...	...	...
	Female	9	94	...	1	1	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed—(concluded).

		Europeans and Eurasians.	Native Christians	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—(*concluded*).									
Schools for Special Instruction—(concluded).									
Schools of Art ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Law Schools ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Medical Schools	Male ...	...	24	30	93	43	...	...	...
	Female ...	2	41	4	3	2	...	...	...
Engineering and Surveying Schools.	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male ...	...	466	12	82	71	...	...	...
	Female ...	...	105	...	...	...	...	...	...
Agricultural Schools.	Male ...	...	2	6	32	12	...	...	...
	Female ...	...	..	...	...	...	...	...	...
Other Schools. Reformatory.	Male ...	...	...	15	205	36	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Other Schools. Miscellaneous.	Male ...	...	...	178	1,659	99	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Total ...		11	737	442	2,257	327	...	...	...
Total of Colleges and Schools of Public Instruction.		4,290	5,590	85,617	2,17,484	55,360	2	55	97
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian.	Male* ...	...	...	183	1,578	9,323	...	...	...
	Female ...	...	...	...	...	...	...	...	...
(*b*) Sanskrit...	Male* ...	...	...	5,703	683	2	..	...	...
	Female ...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic.	Male ...	...	...	....	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A—VERNACULAR ONLY OR MAINLY—									
For Boys ...	Male ...	...	1,202	8,030	29,026	9,129	...	...	6
	Female ...	...	15	39	70	133	...	...	...
For Girls ...	Male ...	...	2	...	5	21	...	...	...
	Female ...	3	551	159	898	399	...	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY.									
For Boys ...	Male ...	...	...	...	3	15,871	...	...	...
	Female ...	...	...	...	...	559	...	...	...
For Girls ...	Male ...	...	..	...	...	56	...	...	...
	Female ...	...	...	...	...	629	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For Boys ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
For Girls ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Total of Private Institutions...		3	1,770	14,114	32,263	36,122	...	...	6
GRAND TOTAL ..		4,293	7,360	99,731	2,49,747	91,482	2	55	103

* Including 38 females.

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	1,13,242	1,182	266	26,658	...	760	1,42,108
Oriental	14,679	...	...	...	...	471	15,150
Colleges or Departments of Colleges for professional Training.							
Law	2,547	...	...	5,723	...	...	8,270
Medicine	...	...	...	...	...	...	...
Engineering	2,20,438	...	...	2,274	...	353	2,23,065
Teaching	15,881	...	...	...	...	...	15,881
Agriculture	...	...	...	...	...	...	...
Total ...	**3,66,787**	**1,182**	**266**	**34,655**	**...**	**1,584**	**4,04,474**
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*							
For Boys, High Schools ...	28,881	95,443	9,136	1,06,586	868	3,916	2,44,830
For Boys, Middle Schools English ...	..	10,264	2,620	7,306	270	313	20,773
For Boys, Middle Schools Vernacular, ...	...	1,355	...	113	...	...	1,468
For Girls, High Schools ...	...	...	...	...	...	...	...
For Girls, Middle Schools English ...	...	...	...	...	...	...	...
For Girls, Middle Schools Vernacular	...	...	...	...	...	...	...
Total ...	**28,881**	**1,07,062**	**11,756**	**1,14,005**	**1,138**	**4,229**	**2,67,071**
Primary Schools.							
For Boys	2,539	23,957	7,265	22,819	765	350	57,695
For Girls	...	...	...	...	...	...	...
Total ...	**2,539**	**23,957**	**7,265**	**22,819**	**765**	**350**	**57,695**
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters ...	...	54,163	...	...	...	327	54,490
Training Schools for Mistresses ...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	27,988	...	...	...	...	240	28,228
Engineering and Surveying Schools,	...	...	...	...	...	...	...
Technical and Industrial Schools ...	9,838	...	...	690	...	181	10,709
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	2,120	2,120	...	...	...	...	4,240
Other Schools Reformatory ...	18,531	...	...	...	...	...	18,531
Other Schools Miscellaneous ...	...	10,066	38	9,245	...	165	19,514
Total ...	**58,477**	**66,349**	**38**	**9,935**	**...**	**913**	**1,35,712**
Buildings	84,039	19,815	119	121	...	90	1,04,184
Furniture and Apparatus (Special Grants only).	40,014	788	...	...	...	38	40,840
Total ...	**1,24,053**	**20,603**	**119**	**121**	**...**	**128**	**1,45,024**
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts Colleges ...	...	...	...	...	...	...	...
Scholarships held in Professional Colleges ...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools ...	...	...	...	..	...	...	...
Scholarships held in Primary Schools	...	...	...	...	...	...	...
Scholarships held in Medical Schools	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Boarding houses	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction.	**5,80,737**	**2,19,153**	**19,444**	**1,81,535**	**1,903**	**7,204**	**10,09,976**

TABLE IV.

United Provinces of Agra and Oudh, for the official year 1901-1902.

Institutions.										
management.	Managed by Local Fund and Municipal Boards.						Under Private management. Aided by Government or by Local Fund or Municipal Boards.			
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	56,917	...	4,790	55,666
...	...	...	...	...	...	...	1,033	60	42	9
...	...	...	...	...	...	...	...	...	...	6,847
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	**57,950**	**60**	**4,832**	**62,522**
...	1,295	450	1,551	...	159	3,455	50,593	35,598	10,711	1,26,849
59	548	7,054	7,415	...	...	15,076	3,151	10,054	4,387	18,447
...	66,770	2,005	25,466	...	156	94,397	...	1,703	402	328
...	...	...	...	...	...	...	17,903	2,120	160	34,730
...	...	...	...	...	...	...	1,383	1,443	161	1,768
...	621	681	...	...	...	1,302	...	...	...	...
59	**69,234**	**10,190**	**34,432**	**...**	**315**	**1,14,230**	**73,030**	**50,918**	**15,821**	**1,82,122**
97	6,40,412	35,371	88,310	1,781	2,457	7,68,428	32,650	1,03,726	20,247	82,088
...	15,272	6,337	...	...	35	21,644	31,957	23,314	3,642	50,392
97	**6,55,684**	**41,708**	**88,310**	**1,781**	**2,492**	**7,90,072**	**64,607**	**1,27,040**	**23,889**	**1,32,480**
...	...	...	...	...	...	...	...	600	...	...
...	...	...	...	...	...	...	3,860	2,093	...	1,024
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	3,020	165	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	506	...	...	...	455	961	...	30	60	...
...	**506**	**...**	**...**	**...**	**455**	**961**	**3,860**	**5,743**	**225**	**1,024**
...	1,11,296	2,309	48	...	46	1,13,699	3,512	5	60	12,508
...	10,652	215	20	...	54	10,941	269	...	...	8,974
...	**1,21,948**	**2,524**	**68**	**...**	**100**	**1,24,640**	**3,781**	**5**	**60**	**21,482**
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
156	**8,47,372**	**54,422**	**1,22,810**	**1,781**	**3,362**	**10,29,903**	**2,03,228**	**1,83,766**	**44,827**	**3,99,630**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public institutions—(*concluded*). Under Private management—(*concluded*). Aided by Government or by Local Fund or Municipal Boards—(*concluded*). Subscriptions.	Endowments and other sources.	Total.	Unaided. Fees.	Subscriptions.	Endowments and other sources.	Total.
1	20	21	22	23	24	25	26
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	726	65,305	1,83,404	22,025	19,708	61,349	1,03,082
Oriental	10	1,273	2,427	...	...	...	...
Colleges or Departments of Colleges for Professional Training.							
Law	...	8	6,855	4,148	...	2,213	6,361
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	**736**	**66,586**	**1,92,686**	**26,173**	**19,708**	**63,562**	**1,09,443**
Secondary Schools.							
SCHOOL EDUCATION, GENERAL. For Boys, High Schools ...	9,556	53,647	2,86,954	37,239	34,284	44,645	1,16,168
For Boys, Middle Schools English ...	4,058	7,015	47,112	8,098	2,413	15,963	26,474
For Boys, Middle Schools Vernacular,	447	1,474	4,354	198	...	1,200	1,398
For Girls, High Schools ...	2,604	18,029	75,546	5,500	...	...	5,500
For Girls, Middle Schools English ...	1,887	4,720	11,362	41	...	801	842
For Girls, Middle Schools Vernacular,	...	...	...	...	...	...	...
Total ...	**18,552**	**84,885**	**4,25,328**	**51,076**	**36,697**	**62,609**	**1,50,382**
Primary Schools.							
For Boys	23,999	56,873	3,19,583	13,253	3,170	29,678	46,101
For Girls	29,581	53,147	1,92,033	5,139	300	5,662	11,101
Total ...	**53,580**	**1,10,020**	**5,11,616**	**18,392**	**3,470**	**35,340**	**57,202**
Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	826	...	1,426	...	...	...	...
Training Schools for Mistresses ...	...	4,691	11,668	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	..	...
Engineering and Surveying Schools,	...	...	...	...	...	...	...
Technical and Industrial Schools ...	966	9,123	13,274	...	2,000	2,376	4,376
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools... Reformatory ...	...	...	...	...	..	...	...
Other Schools... Miscellaneous ...	...	80	170	...	...	635	635
Total ...	**1,792**	**13,894**	**26,538**	**...**	**2,000**	**3,011**	**5,011**
Buildings	16,595	26,041	58,721	4,490	6,360	22,666	33,516
Furniture and Apparatus (Special grants only).	5,168	9,872	24,283	1,760	1,032	10,338	13,130
Total ...	**21,763**	**35,913**	**83,004**	**6,250**	**7,392**	**33,004**	**46,646**
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...
Scholarships held in Professional Colleges ...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...	...	...	...
Scholarships held in Medical Schools	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools,	...	...	...	...	...	...	...
Scholarships held in Other Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Boarding Houses	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction.	**96,423**	**3,11,298**	**12,39,172**	**1,01,891**	**69,267**	**1,07,526**	**3,68,684**

TABLE IV.

United Provinces of Agra and Oudh for the official year 1901-1902—(concluded).

Total Expenditure from—							
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.			Grand Total.
				Private.	Public.		
					Imperial contribution.	Contribution from Native States.	
27	28	29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,70,159	1,182	5,056	1,04,349	1,38,344	...	9,504	4,28,594
15,712	60	42	9	1,654	...	100	17,577
2,547	...	...	16,718	8	..	2,213	21,486
...	...	...	...	...	...	...	...
2,20,438	...	...	2,274	353	...	...	2,23,065*
15,881	...	...	...	...	...	...	15,881
...	...	...	...	...	...	...	...
4,24,737	**1,242**	**5,098**	**1,23,350**	**1,40,359**	**...**	**11,817**	**7,06,603**
79,474	1,32,336	20,297	2,72,225	1,41,258	...	5,817	6,51,407
3,210	20,866	14,061	41,266	26,010	...	4,022	1,09,435
...	69,828	2,407	26,105	3,141	...	136	1,01,617
17,903	2,120	160	40,230	20,633	...	...	81,046
1,383	1,443	161	1,809	7,408	...	...	12,204
...	621	681	...	...	...	...	1,302
1,01,970	**2,27,214**	**37,767**	**3,81,635**	**1,98,450**	**...**	**9,975**	**9,57,011**
35,286	7,68,095	62,883	2,06,470	1,11,439	...	7,634	11,91,807
31,957	38,586	9,979	55,531	87,563	1,152	10	2,24,778
67,243	**8,06,681**	**72,862**	**2,62,001**	**1,99,002**	**1,152**	**7,644**	**14,16,585**
...	54,763	...	...	1,009	...	144	55,916
3,860	2,093	...	1,024	4,691	...	...	11,668
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
27,988	...	...	...	240	...	...	28,228
...	...	...	...	...	...	...	...
9,838	3,020	165	690	12,706	1,760	180	28,359
...	...	...	...	...	...	...	...
2,120	2,120	...	...	...	...	...	4,240
18,531	...	...	...	...	...	...	18,531
...	10,602	98	9,245	700	...	635	21,280
62,337	**72,598**	**263**	**10,959**	**19,346**	**1,760**	**959**	**1,68,222**
87,551	1,31,116	2,488	17,167	65,973	...	5,825	3,10,120
40,283	11,440	215	10,754	25,092	...	1,410	89,194
1,27,834	**1,42,556**	**2,703**	**27,921**	**91,065**	**...**	**7,235**	**3,99,314**
...	...	...	54,634	...	...	...	54,634
45,289	...	...	...	...	...	...	45,289
1,22,895	1,48,825	...	...	...	...	...	2,71,720
12,328	...	941	1,998	20,484	...	3,882	39,633
...	...	...	...	...	...	...	...
7,615	18,894	2,510	9,960	26,095	...	586	65,660
...	70	179	177	665	...	...	1,091
5,664	...	...	...	5,366	...	...	11,030
878	220	...	...	738	...	96	1,932
...	...	...	...	...	...	...	...
...	20,793	1,033	44,653	29,437	850	...	96,766
16,136	19,964	1,011	1,64,821	1,17,711	...	4,300	3,23,943
2,10,805	**2,08,766**	**5,674**	**2,76,243**	**2,00,496**	**850**	**8,864**	**9,11,698**
9,94,926	**14,59,057**	**1,24,367**	**10,82,109**	**8,48,718**	**3,762**	**46,494**	**45,59,433**

* These figures show the total expenditure on the College as reported by the Accountant-General. The expenditure returned by the Principal does not agree with the figures of the Accountant-General.

GENERAL

Return of the Stages of Instruction of pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Government	English	44	4,820	881	...	881	3,939	...	3,939
		Vernacular	4	56	...	...	...	56	...	56
	Local Fund	English	...	...	...	...	...	...	...	...
		Vernacular	277	8,388	...	...	...	8,388	...	8,388
	Municipal	English	15	489	11	...	11	478	...	478
		Vernacular	5	125	...	...	...	125	...	125
	Aided	English	97	6,453	1,067	14	1,081	5,299	73	5,372
		Vernacular	12	170	...	...	...	170	...	170
	Unaided	English	38	1,583	191	...	191	1,392	...	1,392
		Vernacular	3	64	...	...	...	64	...	64
	Total		**495**	**22,148**	**2,150**	**14**	**2,164**	**19,911**	**73**	**19,984**
For Girls.	Government	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Local Fund	English	...	...	...	...	...	...	...	...
		Vernacular	1	4	...	...	...	...	4	4
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	1	27	...	...	...	...	27	27
	Aided	English	34	707	...	133	133	12	562	574
		Vernacular	...	...	...	...	...	...	...	...
	Unaided	English	4	58	...	7	7	1	50	51
		Vernacular	...	...	...	...	...	...	...	...
	Total		**40**	**796**	...	**140**	**140**	**13**	**643**	**656**
Total, Secondary Schools			**535**	**22,944**	**2,150**	**154**	**2,304**	**19,924**	**716**	**20,640**
Primary Schools—										
For Boys.	Government		66	3,824	...	...	...	...	...	...
	Local Fund		4,570	225,673	...	...	...	...	...	...
	Municipal		131	6,857	...	...	...	...	...	...
	Aided		2,403	84,544	...	...	...	...	...	...
	Unaided		93	3,801	...	...	...	...	...	...
	Total		**7,263**	**324,699**	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	Local Fund		136	3,664	...	...	...	...	...	...
	Municipal		37	1,026	...	...	...	...	...	...
	Aided		203	9,498	...	...	...	...	...	...
	Unaided		11	388	...	...	...	...	...	...
	Total		**387**	**14,486**	...	...	...	...	...	...
Total, Primary Schools			**7,650**	**339,185**	...	...	...	...	...	...
GRAND TOTAL			**8,185**	**362,129**	**2,150**	**154**	**2,304**	**19,924**	**716**	**20,640**

TABLE V.

in the United Provinces of Agra and Oudh, at the end of the official year 1901-1902.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	4,820	...	4,820
...	...	...	...	...	...	...	...	...	56	...	56
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	8,388	...	8,388
...	...	...	...	...	...	...	...	...	489	...	489
...	..	...	...	...	...	...	...	...	125	...	125
...	...	...	...	...	...	...	...	...	6,366	87	6,453
...	...	...	...	...	...	...	...	...	170	...	170
..	...	...	...	...	...	...	...	...	1,583	...	1,583
...	...	...	..	...	...	...	...	...	64	...	64
...	...	...	...	...	...	...	...	...	22,061	87	22,148
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	4	4
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	27	27
...	...	...	...	...	...	...	...	...	12	695	707
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	1	57	58
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	13	783	796
...	...	...	...	...	...	...	...	...	22,074	870	22,944
1,969	...	1,969	1,764	..	1,764	91	...	91	3,824	...	3,824
33,377	3	33,380	178,839	1,449	180,288	11,860	145	12,005	224,076	1,597	225,673
806	...	806	5,336	...	5,336	715	...	715	6,857	...	6,857
7,271	92	7,363	67,504	452	67,956	9,150	75	9,225	83,925	619	84,544
1,180	4	1,184	2,347	5	2,352	250	15	265	3,777	24	3,801
44,603	99	44,702	255,790	1,906	257,696	22,066	235	22,301	322,459	2,240	324,699
...	...	...	...	...	...	...	...	...	...	...	...
...	65	65	...	3,373	3,373	...	226	226	...	3,664	3,664
...	33	33	...	918	918	...	75	75	...	1,026	1,026
98	974	1,072	316	6,113	6,429	137	1,770	1,907	551	8,857	9,408
11	83	94	6	252	258	11	25	36	28	360	388
109	1,155	1,264	322	10,656	10,978	148	2,096	2,244	579	13,907	14,486
44,712	1,254	45,966	256,112	12,562	268,674	22,214	2,331	24,545	323,038	16,147	339,185
44,712	1,254	45,966	256,112	12,562	268,674	22,214	2,331	24,545	345,112	17,017	362,129

GENERAL

Return showing the results of prescribed examinations in

Nature of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	2	4	...	6	10	17	...	4	31
2. 2nd Doctor of Science	1	1	1	3	1	1	1	...	3
3. 1st ditto	1	...	...	1	3	...	...	...	3
4. Bachelor of Arts	2	6	3	11	72	107	25	13	217
5. B. Sc.	1	1	...	2	4	1	...	...	5
6. Intermediate Examination	3	7	13	23	84	300	132	14	530
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning... ...	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit*	1	1	1	3	125	4	10	...	139
„ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit*... ...	3	6	35	44	93	18	100	4	215
„ „ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ „ Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit*	3	7	40	50	23	15	128	4	170
„ „ Arabic	1	2	1	4	3	3	2	2	10
„ „ Persian	...	..	...	...	...	...	...	...	..
„ „ Urdu	10	12	3	25	42	58	7	8	115
Colleges for Professional Training.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	..	...	...
3. Bachelor of Law	2	2	5	9	21	20	25	...	66
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honours in Medicine and Surgery ...	...	...	...	...	...	..	...	...	...
4. L. M. S.	...	...	...	...	...	..	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. M. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...
Engineering.									
1. M. C. E.					6	...	...	...	6
2. B. C. E.					1	...	...	...	1
3. L. C. E.	1	...	...	1	36	...	...	...	36
4. First L. C. E.					57	...	...	...	57
					6	...	...	...	6
					20	...	...	...	20
					7	...	...	...	7
					10	...	...	...	10
Teaching.					435	...	...	...	435
1. Licentiate in Teaching	1	...	...	1	21	...	...	...	21
Schools for General Education.									
Matriculation ... ... Boys ...	34	53	11	98	549	713	128	237	1,627
Girls ...	...	16	2	18	...	71	5	1	77
Middle School Examination ... Boys ...	340	94	31	465	3,871	1,139	300	881	6,191
Girls ...	1	28	3	32	5	156	12	2	175
Upper Primary Examination ... Boys ...	1,939	349	46	2,334	12,528	2,275	427	454	15,684
Girls ...	13	51	10	74	19	368	49	...	436
Lower Primary Examination ... Boys ...	4,117	1,401	57	5,575	26,377	5,548	353	15	32,293
Girls ...	63	63	2	128	98	761	20	...	879
Schools for Special Instruction.									
1 Training School Examination for Masters ... Upper ... Lower ...	4	...	...	4	224	...	...	24	248
2 Training School Examination for Mistresses ... Upper ... Lower ...	...	1	...	1	...	9	...	...	9
3 School of Arts Examination	...	...	...	...	...	...	...	...	...
4 Medical Examination	2	...	...	2	52	...	...	...	52
5 Examination in Engineering and Surveying	...	...	...	...	...	...	...	...	...
6 Industrial School	1	...	...	1	108	...	...	...	108

*Sanskrit College examinations (candidates

TABLE VI.

the United Provinces of Agra and Oudh during the official year 1901-1902.

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	Remarks.
							Bráhmans.	Non-Bráhmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
6	7	...	2	15	...	...	5	7	2	...	...	1	
1	...	...	...	1	...	...	1	...	...	...	...	...	
3	...	...	...	3	...	...	1	2	...	...	...	...	
50	76	16	6	148	1	7	39	56	43	...	...	2	
3	...	...	...	3	...	...	2	...	...	...	...	1	
47	162	61	3	273	16	12	67	120	56	...	...	2	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
82	2	10	...	94	...	...	94	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
27	5	54	1	87	...	...	87	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
12	2	64	3	81	...	...	81	...	...	...	...	...	
1	3	...	1	5	...	...	...	...	5	...	...	... [1]	[1]Mulla Examination (candidates appeared from both colleges and schools.)
...	...	...	...	...	...	...	...	...	...	...	...	...	
32	42	7	5	86	...	...	14	56	16	...	...	... [2]	[2]Special Vernacular Examination (candidates appeared both from colleges and schools).
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
2	2	5	...	9	...	...	1	6	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
6	...	...	...	6	5	...	...	1	...	...	...	...*	*Civil Engineer.
1	...	...	...	1	...	...	1	...	...	...	...	...†	†Electrical Do.
36	...	...	...	36	19	...	6	11	...	...	...	...‡	‡Upper Subordinate.
57	...	...	...	57	...	...	2	51	4	...	...	...‖	‖Lower Do.
6	...	...	...	6	6	...	...	...	...	...	...	...¶	¶British Military Survey class.
20	...	...	...	20	...	...	...	10	10	...	...	...$	
7	...	...	...	7	...	...	1	4	2	...	...	...**	$Native Military Survey class.
10	...	...	...	10	...	...	...	6	4	...	...	...††	
210	...	...	...	210	28	...	13	146	23	...	...	...‡‡	**Mechanical Apprentice.
18	...	...	...	18	...	1	5	12	...	...	...	...	††Industrial.
323	397	62	56	838	78	16	160	418	158	...	1	7	‡‡College Entrance.
...	58	4	...	62	55	6	...	1	...	...	...	...	
2,656	466	139	227	3,488	122	24	815	1,889	638	...	...	...	
2	106	11	...	119	71	46	...	...	2	...	...	...	
9,197	1,470	268	191	11,126	180	76	2,559	6,532	1,777	...	...	2	
14	268	39	...	321	178	128	1	6	8	...	...	...	
21,145	3,889	251	6	25,291	83	101	6,148	15,458	3,499	...	1	1	
106	556	16	...	678	293	233	15	111	26	...	...	...	
182	...	...	12	194	...	...	90	78	26	...	...	...	
...	9	...	...	9	9	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
42	...	...	...	42	...	5	6	17	14	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
67	...	...	...	67	...	...	5	31	31	...	...	...	

Roorkee College Examinations.

appeared from both Colleges and Schools.)

GENERAL

Return showing the distribution of Local Fund and Municipal Expenditure on Public

	Objects of Expenditure.	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of Local Fund In Institutions managed by Local Funds.
1		2	3	4	5	6
	Arts Colleges.					Rs.
Collegiate Education.	English	...	...	...	...	...
	Oriental	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.					
	Law	...	...	...	...	...
	Medicine	...	...	...	...	...
	Engineering	...	...	...	...	...
	Teaching	...	...	...	...	...
	Agriculture	...	...	...	...	...
	Total ...	...	...	...	...	...
	Secondary Schools.					
School Education, General.	For Boys. Middle Schools English,	...	...	...	...	...
	For Boys. Middle Schools Vernacular.	277	8,388	7,644	6,167	66,770
	For Girls. High Schools ...	...	...	...	...	...
	For Girls. Middle Schools English,	...	...	...	...	...
	For Girls. Middle Schools Vernacular.	1	4	4	3	141
	Total ...	**278**	**8,392**	**7,648**	**6,170**	**66,911**
	Primary Schools.					
	For Boys	4,570	225,673	215,725	172,981	6,39,165
	For Girls	136	3,664	3,500	2,727	14,918
	Total ...	**4,706**	**229,337**	**219,225**	**175,708**	**6,54,083**
	Schools for Special Instruction					
School Education, Special.	Training Schools for Masters.	...	...	...	...	...
	Training Schools for Mistresses.	...	...	...	...	...
	Schools of Art ...	...	...	...	...	...
	Law Schools ...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...
	Engineering and Surveying Schools.	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...
	Commercial Schools ...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...
	Other Schools Reformatory ...	...	...	...	...	...
	Other Schools Miscellaneous,	1	39	34	22	506
	Total ...	**1**	**39**	**34**	**22**	**506**
	Buildings	...	...	...	...	1,11,296
	Furniture and Apparatus (Special Grants only).	...	...	...	...	10,652
	Total ...	...	...	...	...	1,21,948
	Inspection	...	...	...	...	...
	Scholarships held in Arts Colleges ...	...	...	...	...	...
	Scholarships held in Professional Colleges ...	...	...	...	...	...
	Scholarships held in Secondary Schools ...	...	...	...	...	...
	Scholarships held in Primary Schools ...	...	...	...	...	...
	Scholarships held in Medical Schools ...	...	...	...	...	...
	Scholarships held in Technical and Industrial Schools.	...	...	...	...	...
	Scholarships held in Other Schools ...	...	...	...	...	...
	Miscellaneous ...	...	...	...	...	...
	Boarding houses ...	...	...	...	...	...
	Total ...	...	...	...	...	...
	Grand Total ...	**4,985**	**237,768**	**226,907**	**181,900**	**8,43,448**

TABLE VII.

Instruction in the United Provinces of Agra and Oudh, for the official year 1901-1902.

Boards on Public Instruction.								
Local Fund Boards.					In Institutions managed by—			Total Local Fund Expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	1,182	...	...	1,182
...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	1,182	...	60	1,242
...	...	...	...	...	95,443	1,295	35,598	1,32,336
...	...	...	...	...	10,264	548	10,054	20,866
873	25,114	...	156	92,913	1,355	...	1,703	69,828
...	...	...	...	...	...	...	2,120	2,120
...	...	...	...	...	...	...	1,443	1,443
...	...	...	...	141	...	480	...	621
873	25,114	...	156	93,054	1,07,062	2,323	50,918	2,27,214
10,963	82,585	1,781	2,457	7,36,951	23,957	1,247	1,03,726	7,68,095
944	...	...	35	15,897	...	354	23,314	38,586
11,907	82,585	1,781	2,492	7,52,848	23,957	1,601	1,27,040	8,06,681
...	...	...	...	...	54,163	...	600	54,763
...	...	...	...	...	...	...	2,093	2,093
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	3,020	3,020
...	...	...	...	...	...	...	...	...
...	...	...	...	...	2,120	...	...	2,120
...	...	...	...	...	...	...	...	...
...	...	...	455	961	10,066	...	30	10,602
...	...	...	455	961	66,349	...	5,743	72,598
592	...	...	...	1,11,888	19,815	...	5	1,31,116
39	...	...	50	10,741	788	...	...	11,440
631	...	...	50	1,22,629	20,603	...	5	1,42,556
...	...	...	...	...	...	...	...	148,825
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	18,894
...	...	...	...	...	...	...	...	70
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	220
...	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	20,793
...	...	...	...	...	...	...	...	19,964
...	...	...	...	...	...	...	...	2,08,766
13,411	1,07,699	1,781	3,153	9,69,492	2,19,153	3,924	1,83,766	14,59,057

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

	Objects of Expenditure.	Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of Municipal In Institutions managed by: Provincial Grants.	Expenditure of Municipal In Institutions managed by: Municipal Rates.
	1	16	17	18	19	20	21
	Arts Colleges					Rs.	Rs.
Collegiate Education.	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Secondary Schools.						
School Education, General.	For Boys — High Schools ...	1	56	66	52	...	450
	For Boys — Middle Schools — English ...	14	433	398	343	59	7,054
	For Boys — Middle Schools — Vernacular.	5	125	107	85	...	1,132
	For Girls — High Schools ...	...	...	...	...	...	...
	For Girls — Middle Schools — English ...	...	...	...	...	...	...
	For Girls — Middle Schools — Vernacular.	1	27	24	18	...	681
	Total ...	21	641	595	498	59	9,317
	Primary Schools.						
	For Boys	131	6,857	6,724	5,321	97	24,408
	For Girls	37	1,026	946	753	...	5,393
	Total ...	168	7,883	7,670	6,074	97	29,801
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters...	...	...	...	...	...	...
	Training Schools for Mistresses,	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Engineering and Surveying Schools.	...	...	...	...	...	...
	Technical & Industrial Schools,	...	...	...	...	...	...
	Commercial Schools ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools, Reformatory,	...	...	...	...	...	...
	Other Schools, Miscellaneous,	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Buildings	...	...	...	...	...	1,717
	Furniture and Apparatus (Special Grants only).	...	...	...	...	...	176
	Total ...	...	...	...	...	...	1,893
	Inspection	...	...	...	...	...	...
	Scholarships held in — Arts Colleges ...	...	...	...	...	...	...
	Scholarships held in — Professional Colleges ...	...	...	...	...	...	...
	Scholarships held in — Secondary Schools ...	...	...	...	...	...	...
	Scholarships held in — Primary Schools ...	...	...	...	...	...	...
	Scholarships held in — Medical Schools ...	...	...	...	...	...	...
	Scholarships held in — Technical and Industrial Schools.	...	...	...	...	...	...
	Scholarships held in — Other Schools ...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...
	Boarding houses	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Grand Total ...	189	8,524	8,265	6,572	156	41,011

TABLE VII.

Instruction in the United Provinces of Agra and Oudh, for the official year 1901-1902—(concluded).

Boards on Public Instruction.								
Municipal Boards.				In Institutions managed by—			Total Municipal Expenditure on public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
Local Funds.	Fees.	Endowments and other sources	Total.	The Government.	Local Fund Boards.	Private persons or Associations.		
22	23	24	25	26	27	28	29	30
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	266	...	4,790	5,056	6,238
...	...	...	...	...	...	42	42	102
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	**...**	**...**	**...**	**266**	**...**	**4,832**	**5,098**	**6,340**
1,295	1,551	159	3,455	9,136	...	10,711	20,297	1,52,633
548	7,415	...	15,076	2,620	...	4,387	14,061	34,927
...	352	...	1,484	...	873	402	2,407	72,235
...	...	...	...	...	...	160	160	2,280
...	...	...	...	...	...	161	161	1,604
480	...	...	1,161	...	...	...	681	1,302
2.323	**9,318**	**159**	**21,176**	**11,756**	**873**	**15,821**	**37,767**	**2,64,981**
1,247	5,725	...	31,477	7,265	10,963	20,247	62,883	8,30,978
354	...	...	5,747	...	944	3,642	9,979	48,565
1,601	**5,725**	**..**	**37,224**	**7,265**	**11,907**	**23,889**	**72,862**	**8,79,543**
...	...	...	...	...	...	...	...	54,763
...	...	...	...	...	...	...	...	2,093
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	165	165	3,185
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	2,120
...	...	...	...	...	...	...	...	...
...	...	...	...	38	...	60	98	10,700
...	**...**	**...**	**...**	**38**	**...**	**225**	**263**	**72,861**
...	48	46	1,811	119	592	60	2,488	1,33,604
...	20	4	200	...	39	...	215	11,655
...	**68**	**50**	**2,011**	**119**	**631**	**60**	**2,703**	**1,45,259**
...	...	...	...	...	...	...	...	1,48,825
...	...	...	...	...	...	...	941	941
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	2,510	21,404
...	...	...	...	...	...	...	179	249
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	220
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	1,033	21,826
...	...	...	...	...	...	...	1,011	20,975
...	**...**	**...**	**...**	**..**	**...**	**...**	**5,674**	**2,14,440**
3,924	**15,111**	**209**	**60,411**	**19,444**	**13,411**	**44,827**	**1,24,367**	**15,83,424**

GENERAL TABLE VIII—FOR MALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1901-1902.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from				
	Hostels or Boarding houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
							Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	41	1,348	82	632	132	502	2,684	9,972	4,727	4,347	21,730
2. Managed by Local or Municipal Boards.	173	2,405	...	2,367	38	...	...	8,540	...	2,150	10,690
3. Aided by Government or by Local or Municipal Boards.	22	1,798	94	793	911	...	7,448	100	18,271	71,289	97,108
4. Unaided ...	43	1,324	401	694	212	17	...	...	29,148	27,982	57,130

GENERAL TABLE VIII—FOR FEMALES.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1901-1902.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—				Expenditure from—				
	Hostels or Boarding houses	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
							Rs.	Rs.	Rs.	Rs.	Rs.
1. Managed by Government.	...	...	...	...	...	...	...	...	...	...	...
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...
3. Aided by Government or by Local or Municipal Boards.	19	1,208	38	610	*527	9	6,004	1,272	40,321	54,998	1,02,595
4. Unaided ...	13	1,003	...	419	488	96	...	...	32,030	14,750	46,780

* Twenty-four infirms and infants.

GENERAL TABLE III.

Return of Colleges, Schools and Scholars in the United Provinces of Agra and Oudh, for the official year 1901-1902.

(For Europeans and Eurasians).

Class of Institutions.	Public Institutions. Under Private Management. Aided by Government or by Local Fund or Municipal Boards. Number of institutions.	Aided by Government or by Local Fund or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by Local Fund or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by Local Fund or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning. English. Males.	English. Females.	A classical language. Males.	A classical language. Females.	A vernacular language. Males.	A vernacular language. Females.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts Colleges.																		
COLLEGIATE EDUCATION — English ...	...	...	...	...	10	114	108	100	10	114	81	33	51	23	45	...	...	...
Total ...	...	...	...	...	**10**	**114**	**108**	**100**	**10**	**114**	**81**	**33**	**51**	**23**	**45**	...	...	...
Secondary Schools.																		
SCHOOL EDUCATION, GENERAL — For Boys — High Schools ..	14	719	711	661	5	241	184	179	19	960	885	75	456	52	760	8	75	...
For Boys — Middle Schools (English)	1	34	25	23	1	5	6	5	2	39	27	12	5	...	14	...	12	...
For Girls — High Schools ...	11	396	391	362	2	49	51	48	13	445	6	439	4	257	5	173	...	6
For Girls — Middle Schools (English)	7	47	51	43	...	...	...	...	7	47	6	41	...	27	6	13	...	6
Total ...	**33**	**1,196**	**1,178**	**1,089**	**8**	**295**	**241**	**232**	**41**	**1,491**	**924**	**567**	**465**	**336**	**785**	**194**	**87**	**12**
Primary Schools.																		
For Boys	22	1,106	1,165	1,072	6	157	159	137	28	1,263	1,038	225	94	23	625	75	225	...
For Girls	25	1,239	1,259	1,089	4	86	100	90	29	1,325	366	959	15	143	104	320	...	366
Total ...	**47**	**2,345**	**2,424**	**2,161**	**10**	**243**	**259**	**227**	**57**	**2,588**	**1,404**	**1,184**	**109**	**166**	**729**	**395**	**225**	**366**
Schools for Special Instruction.																		
SCHOOL EDUCATION, SPECIAL — Training Schools for Mistresses.	1	9	9	9	...	...	...	...	1	9	...	9	...	...	...	...	...	...
Total ...	**1**	**9**	**9**	**9**	...	...	...	...	**1**	**9**	...	**9**	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.	**81**	**3,550**	**3,611**	**3,259**	**28**	**652**	**608**	**559**	**109**	**4,202**	**2,409**	**1,793**	**625**	**525**	**1,559**	**589**	**312**	**378**

GENERAL TABLE IV.

Return of Expenditure on Public Instruction in the United Provinces of Agra and Oudh, for the official year 1901-1902.

(For Europeans and Eurasians.)

Objects of Expenditure.	Public Institutions. Under Private management. Aided by Government or by Local Fund or Municipal Boards. Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Unaided. Fees.	Subscriptions.	Endowments and other sources.	Total.	Total Expenditure from— Provincial Revenues.	Municipal Funds.	Fees.	All other sources. Private.	Grand Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*															
English	...	...	...	...	...	...	13,256	500	19,491	33,247	...	...	13,256	19,991	33,247
Total ...	...	...	...	...	...	...	**13,256**	**500**	**19,491**	**33,247**	...	...	**13,256**	**19,991**	**33,247**
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*															
For Boys — High Schools ...	24,577	500	44,269	2,892	13,911	86,149	18,884	...	23,395	42,279	24,577	500	63,153	40,198	1,28,428
For Boys — Middle Schools — English,	1,982	138	23	673	34	2,850	390	...	...	390	1,982	138	413	707	3,240
For Girls — High Schools ...	16,479	160	33,485	1,971	6,184	58,279	5,500	...	...	5,500	16,479	160	38,985	8,155	63,779
For Girls — Middle Schools — English,	1,098	86	1,609	196	265	3,254	...	...	...	...	1,098	86	1,609	461	3,254
Total ...	**44,136**	**884**	**79,386**	**5,732**	**20,394**	**1,50,532**	**24,774**	...	**23,395**	**48,169**	**44,136**	**884**	**1,04,160**	**49,521**	**1,98,701**
Primary Schools.															
For Boys	24,446	1,907	34,485	4,343	15,421	80,602	7,083	...	15,208	22,291	24,446	1,907	41,568	34,972	1,02,893
For Girls	27,430	1,072	48,689	4,452	13,499	95,142	5,039	...	624	5,663	27,430	1,072	53,728	18,575	1,00,805
Total ...	**51,876**	**2,979**	**83,174**	**8,795**	**28,920**	**1,75,744**	**12,122**	...	**15,832**	**27,954**	**51,876**	**2,979**	**95,296**	**53,547**	**2,03,698**
Schools for Special Instruction.															
SCHOOL EDUCATION, SPECIAL. — Training Schools for Mistresses.	3,860	...	...	...	...	3,860	...	...	...	...	3,860	...	...	...	3,860
Total ...	**3,860**	...	...	...	...	**3,860**	...	...	...	...	**3,860**	...	...	...	**3,860**
Buildings	3,512	...	8,683	60	5,089	17,344	4,490	...	2,647	7,137	3,512	...	13,173	7,796	24,481
Furniture and Apparatus, (Special Grants only.)	240	...	7,007	3,084	3,634	13,965	1,760	...	6,004	7,764	240	...	8,767	12,722	21,729
Total ...	**3,752**	...	**15,690**	**3,144**	**8,723**	**31,309**	**6,250**	...	**8,651**	**14,901**	**3,752**	...	**21,940**	**20,518**	**46,210**
Scholarships held in — Arts Colleges ...	...	...	...	...	...	...	...	...	...	...	886	...	...	360	1,246
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...	...	...	...	2,189	...	8,568	8,574	19,331
Scholarships held in — Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	12,490	7,924	20,414
Boarding houses ...	...	...	...	...	...	...	...	...	...	...	12,252	...	1,34,190	43,763	1,90,205
Total ...	...	...	...	...	...	...	...	...	...	...	**15,327**	...	**1,55,248**	**60,621**	**2,31,196**
Total, Expenditure on Public Instruction.	**1,03,624**	**3,863**	**1,78,250**	**17,671**	**58,037**	**3,61,445**	**56,402**	**500**	**67,369**	**1,24,271**	**1,18,951**	**3,863**	**3,89,900**	**2,04,198**	**7,16,912**

GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces of Agra and Oudh, at the end of the official year 1901-1902.

(For Europeans and Eurasians.)

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
Secondary Schools.			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
For Boys { Aided English	15	753	184	14	198	482	73	555	...	...	...	...	...	...	...	...	...	666	87	753
For Boys { Unaided English	6	246	80	..	80	166	...	166	...	...	...	...	...	...	...	...	...	246	...	246
Total ...	**21**	**999**	**264**	**14**	**278**	**648**	**73**	**721**	...	...	...	...	...	...	...	...	...	**912**	**87**	**99**
For Girls { Aided English.	18	443	...	74	74	11	358	369	...	...	...	...	...	...	...	...	...	11	432	443
For Girls { Unaided English	2	49	...	7	7	1	41	42	...	...	...	...	...	...	...	...	...	1	48	49
Total ...	**20**	**492**	...	**81**	**81**	**12**	**399**	**411**	...	...	...	...	...	...	...	...	...	**12**	**480**	**492**
Total, Secondary Schools,	**41**	**1,491**	**264**	**95**	**359**	**660**	**472**	**1,132**	...	...	...	...	...	...	...	...	...	**924**	**567**	**1,491**
Primary Schools.																				
For Boys... { Aided ...	22	1,106	...	...	...	...	...	...	476	92	568	271	49	320	158	60	218	905	201	1,106
For Boys... { Unaided...	6	157	...	...	...	...	...	...	97	4	101	20	5	25	16	15	31	133	24	157
Total ...	**28**	**1,263**	...	...	...	...	...	...	**573**	**96**	**669**	**291**	**54**	**345**	**174**	**75**	**249**	**1,038**	**225**	**1,263**
For Girls... { Aided ...	25	1,239	...	...	...	...	...	...	85	380	465	116	268	384	137	253	390	338	901	1,239
For Girls... { Unaided...	4	86	...	...	...	...	...	...	11	36	47	6	16	22	11	6	17	28	58	86
Total ...	**29**	**1,325**	...	...	...	...	...	...	**96**	**416**	**512**	**122**	**284**	**406**	**148**	**259**	**407**	**366**	**959**	**1,325**
Total, Primary Schools,	**57**	**2,588**	...	...	...	...	...	...	**669**	**512**	**1,181**	**413**	**338**	**751**	**322**	**334**	**656**	**1,404**	**1,184**	**2,588**
Grand Total ...	**98**	**4,079**	**264**	**95**	**359**	**660**	**472**	**1,132**	**669**	**512**	**1,181**	**413**	**338**	**751**	**322**	**334**	**656**	**2,328**	**1,751**	**4,079**

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending* 31*st March* 1902.

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school going age.	Percentage of female scholars to female population of school going age.	Percentage of total scholars to total population of school going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
1	2	3	4	5	6	7	8	9	10
Muttra ...	409,030	354,069	763,099	8,241	436	8,677	13·43	·82	7·58
Agra ...	568,822	491,706	1,060,528	12,647	1,015	13,662	14·82	1·38	8·59
Farrukhabad ...	500,897	424,915	925,812	8,215	561	8,776	10·93	·88	6·32
Mainpuri ...	451,356	378,001	829,357	5,102	223	5,325	7·54	·39	4·28
Etáwah ...	437,913	368,885	806,798	6,849	180	7,029	10·43	·32	5·81
Etah ...	466,787	397,161	863,948	7,225	270	7,495	10·32	·45	5·78
Total ...	2,834,805	2,414,737	5,249,542	48,279	2,685	50,964	11·35	·74	6.47
Dehra Dún ...	102,826	75,369	178,195	2,996	461	3,457	19·42	4·08	12·93
Saháranpur ...	560,843	484,387	1,045,230	12,492	773	13,265	14·85	1·06	8·46
Muzaffarnagar ...	469,243	407,945	877,188	11,015	256	11,271	15·60	·42	8·57
Meerut ...	820,563	719,612	1540,175	16,428	764	17,192	13·35	·71	7·44
Bulandshahr ...	599,108	538,993	1,138,101	12,610	136	12,746	14·03	·17	7·47
Aligarh ...	634,872	565,950	1,200,822	14,691	613	15,304	15·43	·72	8·50
Total ...	3,187,455	2,792,256	5,979,711	70,232	3,003	73,235	14·69	·72	8·17
Bareilly ...	585,304	504,813	1,090,117	11,038	1,078	12,116	12·57	1·42	7·41
Bijnor ...	406,697	373,254	779,951	10,745	864	11,609	17·61	1·54	9·92
Budaun ...	553,120	472,633	1,025,753	8,056	928	8,984	9·71	1·31	5·84
Moradabad ...	631,224	560,769	1,191,993	11,667	1,207	12,874	12·32	1·43	7·20
Sháhjahánpur ...	494,919	426,616	921,535	8,893	451	9,344	11·98	·70	6·76
Pilibhít ...	249,615	220,724	470,339	3,941	235	4,176	10·53	·71	5·92
Total ...	2,920,879	2,558,809	5,479,688	54,340	4,763	59,103	12·40	1·24	7·19
Cawnpore ...	673,932	584,936	1,258,868	15,070	608	15,678	14·90	·69	8·30
Fatehpur ...	349,381	337,010	686,391	7,251	90	7,341	13·84	·18	7·13
Bánda ...	317,599	313,459	631,058	5,579	31	5,610	11·71	·07	5·93
Hamírpur ...	230,204	228,338	458,542	4,689	37	4,726	13·58	·11	6·87
Allahabad ...	747,425	746,330	1,493,755	12,232	694	12,926	10·91	·62	5·77
Jhánsi ...	315,297	301,462	616,759	5,403	213	5,616	11·42	·47	6·07
Jalaun ...	206,277	193,449	399,726	4,391	43	4,434	14·19	·15	7·40
Total ...	2,840,115	2,704,984	5,545,099	54,615	1,716	56,331	12·82	·42	6·77
Benares ...	445,047	437,037	882,084	10,418	718	11,136	13·61	1·10	8·42
Mirzapur ...	530,075	552,355	1,082,430	8,191	300	8,491	10·30	·36	5·23
Jaunpur ...	589,828	613,092	1,202,920	9,346	261	9,607	10·56	·28	5·32
Gházipur ...	444,735	469,083	913,818	10,200	464	10,664	15·29	·66	7·78
Ballia ...	473,969	513,799	987,768	7,052	25	7,077	9·92	·03	4·78
Total ...	2,483,654	2,585,366	5,069,020	45,207	1,768	46,975	12·13	·46	6·18
Gorakhpur ...	1,470,469	1,486,605	2,957,074	23,018	1,195	24,213	10·44	·54	5·46
Basti ...	935,556	910,597	1,846,153	12,073	64	12,137	8·60	·05	4·38
Azamgarh ...	757,314	772,471	1,529,785	14,615	235	14,850	12·87	·20	6·47
Total ...	3,163,339	3,169,673	6,333,012	49,706	1,494	51,200	10·48	·31	5·39
Naini Tál ...	172,970	138,267	311,237	2,380	310	2,690	9·17	1·49	5·76
Almora ...	236,751	229,142	465,893	7,116	360	7,476	20·04	1·05	10·70
Garhwál ...	211,588	218,312	429,900	3,617	62	3,679	11·40	·19	5·71
Total ...	621,309	585,721	1,207,030	13,113	732	13,845	14·07	·83	7·65
Lucknow ...	414,949	378,292	793,241	8,478	1,711	10,189	13·62	3·02	8·56
Unao ...	499,015	477,624	976,639	7,970	22	7,992	10·65	·03	5·46
Rae Bareli ...	510,090	523,671	1,033,761	8,200	116	8,316	10·71	·15	5·36
Sítapur ...	619,837	555,636	1,175,473	7,844	243	8,087	8·44	·29	4·59
Hardoi ...	582,533	510,301	1,092,834	7,221	247	7,468	8·26	·32	4·56
Kheri ...	478,629	426,509	905,138	4,332	156	4,488	6·03	·24	3·31
Total ...	3,105,053	2,872,033	5,977,086	44,045	2,495	46,540	9·46	·58	5·19
Fyzabad ...	605,403	599,564	1,204,967	12,269	766	13,035	13·51	·85	7·21
Gonda ...	714,204	688,991	1,403,195	7,567	232	7,799	7·06	·22	3·71
Bahraich ...	544,416	506,931	1,051,347	6,384	92	6,476	7·81	·12	4·11
Sultánpur ...	534,932	548,972	1,083,904	9,308	371	9,679	11·60	·45	5·95
Partábgarh ...	446,182	466,666	912,848	7,950	111	8,061	11·80	·16	5·89
Bara Banki ...	603,967	575,356	1,179,323	8,937	593	9,530	9·86	·69	5·39
Total ...	3,449,104	3,386,480	6,835,584	52,415	2,165	54,580	10·13	·42	5·32
GRAND TOTAL* ...	24,616,942	23,074,840	47,691,782	431,952	20,821	452,773	11·70	·60	6·33
GRAND TOTAL FOR PREVIOUS YEAR.	24,620,961	23,075,161	47,696,122	412,185	21,314	433,499	11·16	·62	6·06

* Districtwise details of 11,229 males and 4,781 females are not given in the Census Tables.

PROVINCIAL TABLE B.—*Giving particulars of Vernacular Primary Schools for boys for the year ending 31st March 1902.*

District.	Number of schools.							Number of scholars.							Expenditure on school	
	Under public management.		Under private management.					Under public management.		Under private management.					Under public management.	Aided.
			Aided.		Unaided.					Aided.		Unaided.				
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
															Rs.	Rs.
Muttra ...	22	52	20	34	...	...	128	601	3,990	135	1,379	...	...	6,105	15,412	3,836
Agra ...	42	80	12	26	...	...	160	718	5,307	54	996	...	...	7,075	20,966	3,315
Farrukhabad ...	22	81	19	24	2	1	149	558	4,576	133	948	12	153	6,380	15,653	3,209
Mainpuri ...	15	85	...	20	...	...	118	307	3,427	...	378	...	...	4,112	13,350	626
Etáwah ...	18	60	15	17	1	...	111	540	3,507	54	758	2	15	4,876	14,563	2,744
Etah ...	31	65	10	28	...	...	134	539	3,342	83	817	...	...	4,781	17,056	2,009
Total ...	150	421	76	149	3	1	800	3,263	24,149	459	5,276	14	168	33,329	97,000	15,739
Dehra Dún ...	17	8	2	8	1	...	36	221	1,096	21	400	3	27	1,768	4,791	1,198
Saháranpur ...	47	43	8	37	...	...	135	672	3,154	56	1,250	...	...	5,132	15,021	14,115
Muzaffarnagar ...	62	26	25	56	1	1	171	752	3,049	107	2,435	4	34	6,381	13,648	2,919
Meerut ...	101	37	15	68	...	...	221	1,317	4,842	82	2,135	...	...	8,376	21,406	3,103
Bulandshahr ...	77	20	28	44	...	...	169	1,154	4,398	151	2,110	...	...	7,813	17,037	2,747
Aligarh ...	91	40	17	44	...	1	193	1,388	5,741	81	1,601	...	16	8,827	23,096	2,015
Total ...	395	174	95	257	2	2	925	5,504	22,280	498	9,931	7	77	38,297	94,999	26,097
Bareilly ...	59	41	5	35	1	...	141	768	4,349	15	1,175	21	17	6,345	18,792	1,563
Bijnor ...	43	38	13	92	...	...	186	838	3,449	53	3,541	...	...	7,881	13,850	3,068
Budaun ...	96	29	9	15	...	...	149	937	4,661	16	703	...	..	6,317	19,956	1,565
Moradabad ...	54	58	2	32	...	...	146	726	3,990	15	982	...	...	5,713	21,173	1,130
Sháhjahánpur ...	38	62	...	27	...	...	127	754	4,652	...	746	...	...	6,152	15,114	868
Pilibhít ...	35	30	6	1	...	...	73	411	2,395	24	119	...	12	2,961	10,075	266
Total ...	325	258	35	202	1	1	822	4,434	23,496	123	7,266	21	29	35,369	98,960	8,460
Cawnpore ...	60	72	...	70	...	...	202	1,026	6,003	...	2,189	...	...	92,18	23,141	3,095
Fatehpur ...	28	60	...	33	..	...	121	465	3,383	...	842	...	...	4,690	14,188	496
Bánda ...	38	82	1	30	...	..	151	454	3,677	33	726	...	...	4,890	17,182	1,435
Hamírpur ...	24	53	4	12	...	...	93	412	3,011	21	327	...	...	3,771	11,598	1,118
Allahabad ...	45	74	1	93	1	...	214	505	4,434	3	2,115	16	...	7,073	20,845	3,241
Jhánsi ...	27	83	1	27	...	1	139	428	3,258	5	785	...	25	4,501	17,581	1,369
Jalaun ..	21	44	10	31	2	2	110	278	2,306	22	970	16	127	3,719	9,637	3,002
Total ...	243	468	17	296	3	3	1,030	3,568	26,072	84	7,954	32	152	37,862	1,14,172	13,756
Benares ...	45	58	20	15	...	...	138	502	4,203	126	1,212	...	...	6,043	12,508	2,703
Mirzapur ...	29	73	4	45	...	...	151	435	4,480	62	1,888	...	...	6,865	17,548	4,063
Jaunpur ...	42	65	...	63	...	3	173	666	5,200	...	2,096	...	122	8,084	17,698	2,397
Gházipur ...	38	47	4	77	...	...	166	790	4,179	60	3,116	...	...	8,145	12,381	4,261
Ballia ...	48	46	9	23	...	...	126	846	3,744	55	1,192	...	...	5,867	15,222	973
Total ...	202	289	37	223	...	3	754	3,239	21,836	303	9,504	...	122	35,004	75,357	14,367
Gorakhpur ...	83	73	52	93	...	...	301	1,885	10,492	651	7,658	...	...	20,686	26,682	6,514
Basti ...	50	70	86	57	...	...	263	838	5,314	446	4,078	...	...	10,676	18,535	6,331
Azamgarh ...	62	58	34	73	...	...	227	1,080	6,382	145	4,095	...	...	11,702	19,398	7,647
Total ...	195	201	172	223	..	..	791	3,803	22,188	1,242	15,831	...	...	43,064	64,615	20,492
Naini Tál ...	8	44	...	3	...	..	55	64	1,130	...	97	...	...	1,291	6,041	136
Almora ...	46	35	21	35	...	...	137	648	3,516	131	1,695	...	...	5,990	8,947	5,776
Garhwál ...	6	68	3	10	...	...	87	257	2,758	18	338	...	...	3,371	7,855	388
Total ...	60	147	24	48	...	...	279	969	7,404	149	2,130	...	...	10,652	22,843	6,800
Lucknow ...	29	48	1	...	...	...	78	501	3,134	2	15	...	...	3,652	13,953	57
Unao ...	48	58	21	8	...	...	135	875	4,653	116	837	...	...	6,481	17,892	1,313
Rae Bareli ...	63	26	29	40	...	...	158	909	4,067	168	1,943	...	...	7,087	16,998	3,551
Sítapur ...	79	85	...	2	...	...	166	964	5,123	...	226	...	...	6,313	20,844	376
Hardoi ...	38	91	1	19	...	...	149	703	4,817	13	457	..	...	5,990	19,772	593
Kheri ..	35	29	2	45	...	6	117	470	2,226	14	1,000	...	113	3,823	11,292	1,744
Total ...	292	337	54	114	...	6	803	4,422	24,020	313	4,478	...	113	33,346	1,00,751	7,634
Fyzabad ...	49	20	3	64	...	...	146	914	5,036	95	2,988	...	...	9,033	15,063	2,972
Gonda ...	75	39	12	12	1	3	142	867	4,695	68	848	28	116	6,622	17,293	2,438
Bahraich ...	44	28	5	43	4	2	123	474	2,736	60	1449	20	181	4,920	11,692	4,129
Sultánpur ...	45	49	14	47	...	...	155	812	5,054	84	2,261	...	...	8,211	14,584	3,176
Partábgarh ...	42	36	18	26	7	3	132	553	4,130	125	1,748	36	285	6,877	12,445	3,831
Bara Banki ...	73	36	4	20	2	5	140	991	4,695	11	832	14	228	7,041	19,599	1,295
Total ...	328	205	61	212	14	13	833	4,611	26,616	443	10,126	98	810	42,704	90,676	17,841
GRAND TOTAL ...	2,190	2,500	571	1,724	23	29	7,037	33,813	1,98,061	3,614	72,491	172	1,471	3,09,627	7,59,373	1,31,186
GRAND TOTAL FOR PREVIOUS YEAR.	1,921	2,463	547	1,640	22	27	6,620	23,314	1,68,548	2,984	66,566	157	1,453	2,63,022	6,14,400	1,15,726

ORDERS OF GOVERNMENT.

No. $\frac{573}{\text{XV—48-10-3}}$ OF 1902.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Naini Tal, the 3rd October 1902.

READ—

The General Report on Public Instruction in the United Provinces of Agra and Oudh for the year ending 31st March 1902, submitted by the Director of Public Instruction.

OBSERVATIONS.—The Report was punctually received on the 15th September. Its length (33 pages) is within the ordinary limit fixed by the Government of India. This limit of forty pages, however, should not have been stated above the Table of Contents as applying to this Report, which is for the fifth year of a quinquennium. The Government of India, in paragraph 5 of the Home Department letter No. 2742, dated 26th March 1901, said that more space would be required in those reports which review the results of a quinquennial period. The Director, in his first chapter, has given a brief summary of the principal measures carried out in the past five years, and has indicated the still existing needs which he considers the most urgent. It does not, however, come within the scope of the present report or of this review to notice the action taken in many departments of education in consequence of the recommendations of the Educational Conference which was held at Simla in the autumn of 1901. In connection with those recommendations, the Government of India placed at the disposal of this Government an additional grant, in the current and future years, of five lakhs of rupees for educational purposes. The manner of expending these funds, and generally the steps taken in pursuance of the Conference's recommendations, will fall to be dealt with in the Report for 1902-1903.

2. The Director's summary of the main results of the year 1901-1902 shows the following as the leading features. The total number of scholars in public and private institutions increased by 19,274 (from 433,499 in 1900-1901 to 452,773 in 1901-1902), and the number of institutions by 440 (from 13,920 to 14,360). It is pointed out in the report that the increase in the number of institutions is partly due to the orders of the Government of India (approving a Resolution of the Directors of Public Instruction who were assembled at Simla in September 1901), under which, in the year of report, the primary sections of secondary schools are for the first time shown as separate primary schools. The total number of scholars has risen from 352,729 at the end of the previous quinquennium. The principal increase (an increase of 71,000) has been in the number of boys and girls in the lower primary stages. The percentage of children attending schools on the population of school-going age stands now at

11·7 for boys and ·6 for girls, against 9·26 and ·46 in 1896-97. There has therefore been some appreciable advance, though, as set forth at greater length in the chapter on female education, it will be long before a material fraction of the total number of girls attends school. The Director points out that, owing to the re-classification of primary departments above mentioned, it is now evident that a much larger proportion of Local Fund expenditure is devoted to primary education than had been supposed. General Table II shows that of the 75 per cent. of the total Local Fund expenditure which falls under "Direct expenditure," 55 per cent. is on primary education. Passing to the results of examinations, which show to some extent the efficiency of the education imparted, the Government finds little to remark on the superior examinations, in which the number of candidates and of passes have varied but little during the five years under review. Of the examinations of schoolboys shown in paragraph 7 of the report, the English Middle and Lower Primary examinations have now been abolished, and the Upper Primary will no longer be held as a public examination. Passes by the Vernacular Middle standard have risen from 1,485 in 1896-97 to 2,448 in 1901-1902; those by the Upper Primary standard from 7,932 to 11,447; and those by the Lower Primary standard from 18,027 to 25,969.

3. *Collegiate Education.*—The enrolment in Arts Colleges (English) rose during the year from 1,248 to 1,490, the latter figure showing no appreciable advance over that (1,446) of five years ago. During the quinquennial period, however, two new colleges, teaching up to the Intermediate standard, have been established, *viz.*, the St. Andrew's College, Gorakhpur (aided), and the Central Hindu College, Benares (unaided): and to eight European High Schools collegiate classes have been added. Of Government Colleges, the total expenditure on the Muir Central College in the year of report amounted to Rs. 97,000, and the Director describes the great improvement which has been effected in buildings, equipment, &c., in recent years for the teaching of science in this college. The Queen's College, Benares, though the number on the rolls is still low, is stated to have done remarkably well both in the B.A. and the Intermediate examinations. The Director points out that in the Canning College, Lucknow, the enrolment has decreased since 1896-97 from 258 to 179, but he gives no explanation of this beyond saying that the decrease from 191 in the year of report is due to the epidemic of cholera at Lucknow. The college sustained a heavy loss in the death of Mr. White, who had been its Principal for thirty years. In the University examinations the Canning College seems to have been moderately successful, and, owing presumably to the increase in the rate of fees, its fee income has not declined during the quinquennium. In the Agra College there are now 140 students, and the fee income has risen. This college also had to deplore the loss of its Principal, Mr. Thomson, by death during the year; the Director observes that it would be difficult to exaggerate the services which Mr. Thomson had rendered to the institution. The number of students in the Muhammadan Anglo-Oriental College at Aligarh is now 241, showing

a considerable increase in recent years, and the College has been successful in the examinations of the Allahabad University.

4. The late Lieutenant-Governor in 1901 carried out certain changes intended to improve the character of legal education, but there has not yet been sufficient time for the results to be apparent. There are still seven law classes at outlying arts colleges. The class at the Queen's College, Benares, was abolished by Government in 1901, and the staff at the Muir Central College strengthened. In the year of report only 12 candidates were successful at the LL.B. examination, and none qualified for a first class.

5. *Secondary Education.*—The total number of secondary schools in the Province was 535, and the total number of students therein at close of the year 22,944. The corresponding figures for 1896-97 were 500 and 59,172; and for 1900-1901 they were 546 and 70,270. The great apparent decrease in the number of students is due, as the Director points out, to the exclusion this year of all the children who are reading in the primary section. The results of the examinations of candidates for the Entrance, School Final, and English Middle examinations varied little from those in the preceding year, and the Director doubts whether the improved percentage of passes by the Entrance examination was not apparent only and due to special circumstances connected with the examination. Under the orders of the Government of India, passed on the recommendations of the Education Conference of last year, the English Middle examination has now been discontinued. In the matter of reducing the number of examinations, and promoting such studies as agriculture and drawing, the views of the Conference had, as the Director remarks in his 33rd paragraph, in some measure been anticipated by the recommendations of a Committee of officials and non-officials convened in these Provinces in 1899 and by the action taken thereon.

6. Of the secondary schools for boys, 194, with 13,345 students, are Anglo-Vernacular, and 301, with 8,803 students, are Vernacular. Vernacular secondary education has, on the whole, progressed satisfactorily during the quinquennium, though subject to the disadvantages noticed in paragraph 12 of the Government's review on the Education Report for 1900-1901. In the year under report a clear improvement in the quality of the work done in secondary Vernacular schools was shown by the results of the Middle Vernacular examination. The Government schools of most districts, it is stated, succeeded in passing over 70 per cent. of their candidates at this examination. The Government regretted last year that the accommodation for secondary Vernacular schools is often very deficient. It is impossible to take up here the particular cases which the Director has collected in paragraph 35 of his report. If there is good ground for complaint against any District Board for indifference to the matter, the Director should address Government in the Local Self-Government Department; but the Boards cannot be blamed in so far as funds are not available to the extent to which they could usefully be spent on increased accommodation. A special grant may next year be provided

at least for the Fatehpur town school. Money could also very usefully be spent on improving and multiplying boarding houses attached to town schools; those attached to district schools are, as a rule, well built and afford sufficient accommodation. In the current year, out of the special grant of five lakhs for educational purposes made by the Government of India a sum of Rs. 10,000 has been made over to the Director of Public Instruction for expenditure on the boarding house at Benares, but any further allotment was precluded by the urgency of other demands.

7. *Primary Education.*—The number of primary schools (7,650), and of scholars in them (339,185), in the year under report cannot of course be the subject of comparison with the number in previous years, both figures being greatly increased by the transfer already explained from the head Secondary. The number of boys, however, in the primary stages of instruction shows a great increase during the quinquennium, as already noted in paragraph 2 above. The percentage of the male population of school-going age attending primary classes is 8·8 per cent., as compared with 6·8 in the year 1896-97. The increase of the number of boys is rather greater in district and municipal primary schools than it is in aided primary schools, though under both heads the increase is large. The whole scheme of pecuniary aid to primary schools, which was initiated by the late Lieutenant-Governor, is the subject of serious question in paragraph 40 of the present report. These grants were first given to schools under private management in 1896, and in 1899 the rules regarding them were modified so as to ensure that the teacher should be a person at least competent to teach reading, writing, and arithmetic. Even now the Director states that there are many aided schools which are quite undeserving of aid, and others in localities where they are not wanted: that, indeed, as a class they have tended to lower the standard of primary education. The Lieutenant-Governor is not prepared entirely to accept the Director's view or to abandon, without a longer trial, the experiment initiated by his predecessor. The whole question has been the subject of recent separate correspondence, in which His Honour's views have been fully intimated to the Director. With the additional funds placed at this Government's disposal by the Government of India the district inspecting staff has been materially strengthened; and it is hoped that under more regular inspection, and under revised rules calculated to secure improved pay to competent teachers, aided primary schools may show increased vitality and promise.

8. *Training Colleges and Normal Schools.*—The position of the Anglo-Vernacular Training College for teachers in High Schools, which was moved in the preceding year from Lucknow to Allahabad, is not altogether satisfactory, the number of students having decreased in the last two years from 43 to 24. The expenditure at the same time was high. The reason for the decreased attendance given by the Director is that the demand for teachers was so great that untrained teachers could get appointments as easily as trained ones. But in Government institutions, at any rate, it should be possible to appoint untrained teachers only temporarily, until trained

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR ENDING 31ST MARCH 1903.

ALLAHABAD:

Printed at the United Provinces Government Press.

1903.

[*The maximum limit of pages fixed for this report is 40.*]

TABLE OF CONTENTS.

CHAPTER I.—INTRODUCTORY.

PARA.		PAGE
1.	Reforms during the year	1
2.	Urgent needs	3

CHAPTER II.—GENERAL SUMMARY.

3.	Number of institutions and scholars	5
4.	Expenditure	5
5.	Examination results	7

CHAPTER III.—CONTROLLING AGENCIES.

6.	The Directorship	8
7.	Appointment of Assistant Director	8
8.	Circle inspection during the year	8

CHAPTER IV.—COLLEGIATE EDUCATION.

9.	The working of the University	10
10.	English Arts Colleges, enrolment and expenditure ...	12
11.	Muir Central College	12
12.	Queen's College	14
13.	Fyzabad College	15
14.	Canning College	15
15.	Agra College	16
16.	Muhammadan Anglo-Oriental College, Aligarh ...	17
17.	Meerut College	17
18.	Christ Church College, Cawnpore	18
19.	St. Andrew's College, Gorakhpur	18
20.	Kayastha Patshala, Allahabad	18
21.	St. John's College, Agra	18
22.	The Central Hindu College	19
23.	Sanskrit College, Benares, and Mulla examination ...	19
24.	Law classes	19
25.	Thomason Civil Engineering College, Roorkee ...	20
26.	Training College for Teachers	20

CHAPTER V.—SECONDARY EDUCATION.

27.	Number of institutions and scholars	21
28.	Number of English schools and scholars and expenditure,	21
29.	Results of examinations, School Final and Entrance ...	21
30.	High School Scholarship examination	22
31.	Expenditure on scholarships	22
32.	Recognition of secondary schools	23
33.	Commercial education	23
34.	Efficiency of District Schools	23
35.	Reduction of grants to aided schools	24
36.	Statistics of secondary vernacular schools for boys ...	24
37.	School buildings	25
38.	Boarding houses	25
39.	Conduct of scholars	26

CHAPTER VI.—PRIMARY EDUCATION.

40.	Enrolment and expenditure	27
41.	School buildings	28
42.	Increase in pay of teachers	29
43.	Rural schools	30
44.	Change in the examinations of primary schools ...	30

CHAPTER VII.—TRAINING SCHOOLS FOR TEACHERS.

PARA.		PAGE
45.	Training schools for European mistresses	31
46.	The Training College, Allahabad	31
47.	Normal schools for male teachers	31
48.	Normal schools for female teachers	32

CHAPTER VIII.—TECHNICAL EDUCATION.

49.	Industrial School, Lucknow	33
50.	Agra Medical School	34
51.	Agricultural School, Cawnpore	34

CHAPTER IX.—FEMALE EDUCATION.

52.	Number of institutions and scholars and expenditure ...	35
53.	The number of schools and scholars for natives and the results of examinations	35
54.	A Girls' School at Dehra Dún	36

CHAPTER X.—EDUCATION OF SPECIAL CLASSES.

55.	The number of European schools and scholars ...	37
56.	Expenditure	37
57.	The annual examinations	37
58.	Observance of the transfer rules	37
59.	Teachers' proficiency certificates	37
60.	Text-Book Committee for European schools ...	37
61.	Proportionate numbers of Hindu and Muhammadan scholars	38
62.	Colvin Talúqdárs' School, Lucknow	38
63.	Reformatory School, Chunar	38

CHAPTER XI.—PRIVATE INSTITUTIONS.

64.	The number of institutions and scholars	39

CHAPTER XII.—PHYSICAL AND MORAL TRAINING.

65.	Physical training	40
66.	Moral education	41

CHAPTER XIII.—THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

67.	Remarks on the working of the Text-Book Committee ...	42

ERRATA.

Annual Report, 1902-1903.

Page.	Line.	Detail.
7	12	*Read* 'addition' *for* 'addi ion'.
11	36	*Read* 'Oriental' *for* 'Or ental'.
24	Last line but two.	*Read* 'Vernacular' *for* 'Vernacuiar'.
27	20	*Read* '10,731' *for* '12,000'.
42	2	*Read* '20' *for* '21'.
56	Last line ...	Column 20, *read* '2,35,325' *for* '2,35,3 5'.
60	...	Heading of the page, *read* 'General' *for* 'Geneaal'.
3A	Last line but	Provincial Table B, column 9, *read* '37,566' *for* '37,665'.
3A	...	Columns 16 and 17 of Provincial Table B, to be headed by 'Rs.'

GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE UNITED PROVINCES OF AGRA AND OUDH

FOR THE YEAR 1902-1903.

CHAPTER I.

PRELIMINARY.

THE year under review has been one of change. It has been accepted by the highest authority in the land, with the assent of those competent to judge, that Indian education, instead of going on to perfection, has been steadily growing worse; and this deterioration is ascribed chiefly to the evil influence of too frequent examinations, which have so absorbed the attention of teacher and taught as to banish the main object of education from their minds. Both have to make a living, but the conditions imposed should not make them forget how important it is *non propter vitam vivendi perdere causas.* A falling back in education amounts to nothing less than a national disaster, and all the more in the case of a country already so uneducated as India. In order to stay the evil, the school course has been entirely freed from the bondage of public examinations until it culminates in the School Final or University Entrance; so that the teacher's mind may henceforth be directed solely to imparting that solid and well grounded education which will be of use to a boy in after life. It is true that one school examination, not of a public character, has been retained, being the one which the inspecting officer conducts at the termination of the primary stage of instruction in the course of his ordinary inspection of the school *in situ*; this is only a standard examination in each school, differing for every school; and the conditions for passing, in the case of scholars who have gone through the primary course, are purposely made very easy. Those who claim to speak for the people ask for the abolition of this examination as well, at least as a necessary preliminary to the study of English; there is, indeed, an unwillingness to go through the prescribed primary course before going on to English. The examinations which have been abandoned are the lower primary and the English Middle. At the discontinuance of the latter, general dissatisfaction has been expressed throughout the province, from which it would appear to be much appreciated as a test of proficiency at a stage at which many boys leave school. In its place a special departmental examination has been instituted open only to candidates for high school scholarships, as suggested by the Government of India. The number and value of Government scholarships have been increased, there being now 50 of Rs. 5 per mensem instead of 40 at Rs. 4; and one local scholarship of Rs. 4 has also been provided in each district, to be awarded on the results of this examination.

In order to provide more qualified teachers for English Secondary Schools, measures have been adopted to extend the usefulness of the Training College at Allahabad, but their effect will appear in the following year. The affiliation of the College to the University has likewise been discussed and partially arranged, the proposed regulations for the teacher's certificate examination still having to be brought before the Senate. Arrangements have been made to test the knowledge of English possessed by candidates for employment in English Secondary

Schools; but the small number of fully competent teachers of this language, in comparison with the many required for the work of the schools, makes it impossible to reject all who by reason of imperfect pronunciation, bad spelling and ignorance of correct idiom are not safe guides for beginners. Small pay and absence of pensions contribute to the difficulty of securing a sufficient number of English teachers of the highest qualifications.

Commercial education has been encouraged by the institution of grants towards the expenditure incurred; and the courses of study and of training have been under the consideration of the Government and the University.

Primary education has come in for a large share of attention and of available funds. The pay of head teachers of village schools has been everywhere raised to a minimum of Rs. 8 per mensem, and the pay of assistant teachers has been brought as near to the same limit as the allotments granted to each district for the purpose permitted; this reform has been effected at an annual charge of Rs. 50,000. On an average about 20 new schools have been opened in each district under the local Boards, among whom a sum of Rs. 1,00,000 per annum has been distributed with this object. A half a lakh of rupees has, in addition, been handed over to the Boards for the development of aided primary education. The actual expenditure on these various schemes during the year has not in some cases exceeded one half of the regular future charge, since half the year had passed before proposals could be formulated, sanctioned and carried into effect. The district inspecting staff, which is directly responsible for the control and efficiency of vernacular education, has been strengthened by the creation of 22 new Sub-Deputy Inspectorships; and the pay of these officers has been raised from Rs. 40 and Rs. 50 to Rs. 50 and Rs. 60, and otherwise improved, with the result that graduates are largely drawn to these positions of trust and responsibility.

A grant of more than two lakhs was made to the districts for the construction, extension, repairs, improvement and better equipment of primary school buildings. There has been some increase in Normal School accommodation; and a valuable site with useful buildings on it was purchased for a proposed new Normal School. The stipends of youths under training as vernacular teachers have been raised from Rs. 6 to Rs. 7 per mensem.

The study of English in Class III of the primary section was dropped at the commencement of the year in all State schools, but it has been continued in Class IV (the final primary class) for one year longer in the interests of those boys who had under the old system already begun this language in the lower class. Not until the year following that under report has English been excluded from the primary curriculum of State schools. All other schools, whether aided by the State or not, have been permitted to begin this popular subject in primary class III as before. In connexion with the change thus made it has been found possible to apply the savings effected in the primary department by the discontinuance of English to improving the pay of the remaining English teachers who are employed in secondary classes, so that the minimum salary now offered is Rs. 20 per mensem.

With a view to giving an impetus to female education, model schools have been provided in most districts at a cost of Rs. 36,317. They are to be under the control of the Educational Department. Three additional Inspectresses have been appointed in the hope that they may stimulate interest, start new schools, and generally help on the movement for the education of girls. A Government Normal School for women has likewise been opened at Lucknow. There has been a gratifying response to this impetus in the opening of several new schools for girls in the districts.

A new set of grant-in-aid rules for Vernacular Primary Schools was drawn up during the year, embodying certain of the recommendations of the Simla Educational Conference. The amount of monthly

grant is now determined by tests of attendance, buildings, circumstances of the locality, teachers and nature of instruction. Care has been taken in framing the rules to provide against an immediate sweeping reduction of inefficient schools. The object aimed at is to encourage aided schools to become more efficient. It is recognized that improvement can only be gradual, and that it can only be carried out concurrently with an improvement in the inspecting agency.

The text-books in primary and middle schools have been under revision during the year. Science readers in the vernacular are being prepared by different firms of publishers in accordance with instructions issued by the department.

2. It will be seen that something substantial has been accomplished during the year towards supplying in some measure all the urgent needs enumerated in paragraph 2 of my last annual report, with a single exception, *viz.*, in the matter of more and better boarding-houses at secondary schools. This had to be left over to the present year, and is now receiving a certain amount of attention. In nearly all these respects, however, the need for further improvement still remains and is still urgent. The reforms that have been initiated have been rendered possible only by the special and permanent annual grant of five lakhs assigned to the United Provinces by the Government of India for education. While the gift has been welcome, some disappointment has been felt at the smallness of the amount in comparison with that given to other provinces; and much regret that the opportunity was not taken to bring the most backward province more nearly abreast of the more fortunate parts of the country, in which a greater liberality towards education has been customary. As a matter of fact the United Provinces show worse in comparison with the rest of India than they did before the special grants were distributed among the provinces. Already at the bottom of the list with regard to public expenditure on education per unit of population, the United Provinces have now received less in proportion to population than any other province. Hence, other provinces have by the favour of the Government of India been allowed to increase their lead. It is therefore the misfortune rather than the fault of these provinces that they are last of all in educational progress; and there it seems they are destined to remain. There is little doubt that if money were spent as freely here as elsewhere on education, and largely devoted to the extension of primary education, there would be a large increase in the enrolment of scholars. There is a demand in perhaps all districts for more schools and more schools, but they cannot be opened because the funds are exhausted. When a people cries out for education and cannot get it, we may well, with Carlyle, count it a tragedy.

General Summary.

Classes of institutions.	1902-1903. Institutions.	Scholars on the 31st March.	Average number on the rolls.
Public Institutions.			
Collegiate Education—			
Arts Colleges ... For men ...	23	1,835	1,943
Arts Colleges ... For women ...	6	40	38
Professional Colleges	9	756	780
School Education, General—			
Secondary schools for boys. English	193	13,320	14,058
Secondary schools for boys. Vernacular ...	310	9,439	8,793
Secondary Schools for girls. English... ...	41	820	791
Secondary Schools for girls. Vernacular ...	...	...	...
Primary Schools for boys	8,408	3,71,448	3,47,205
Ditto for girls	460	16,198	15,216
Technical and Industrial Education—			
Training Schools for masters	4	450	459
Ditto for mistresses	3	50	43
Other Special Schools	56	3,076	2,851
Total, Public Institutions for 1902-1903 ...	9,513	4,17,432	3,92,177
Total, Public Institutions for 1901-1902 ...	8,289	3,68,495	3,55,214
Private Institutions.			
Advanced schools teaching—			
Arabic or Persian (for boys)	654	8,818	...
Ditto (for girls)	...	...	...
Sanskrit (for boys)	380	5,408	...
Ditto (for girls)	...	...	...
Elementary schools teaching—			
A Vernacular only or mainly ... For boys ...	3,001	42,397	...
A Vernacular only or mainly ... For girls ...	82	1,487	...
The Qoran ... For boys ...	1,209	14,974	...
The Qoran ... For girls ...	65	650	...
Other Schools not conforming to Departmental Standards.	109	1,965	...
Total, Private Institutions for 1902-1903 ...	5,500	75,699	...
Ditto ditto for 1901-1902 ...	6,071	84,278	...
Grand Total for 1902-1903 ...	15,013	4,93,131	...
Ditto for 1901-1902 ...	14,360	4,52,773	...

CHAPTER II.

General Summary.

3. The tabular statement on page 4 summarises the returns of schools and scholars for the past year. It shows that there has been an increase of 653 schools and of 40,358 scholars, the latter being at the rate of 8 per cent. The number of public institutions has increased by 1,224, while there are 571 fewer private schools, many of which have been transferred from the one list to the other. Vernacular secondary education contributes something to the progress of the year, but the main advance is to be found in primary schools, of which there is an increase of 1,145 for boys and 73 for girls, the corresponding increase in enrolment being 46,749 and 1,712 respectively. The falling off in the enrolment in private schools is 8,579. These facts are due to the utilisation of the special additional grant of 5 lakhs of rupees for education. Good private schools were promoted, and rose to the rank of board schools or of aided schools. The increase in the number of scholars attending girls' schools affords proof of an awakening to the value of female education. *Vide* General Table III.

The percentage of children reckoned to be of school age who are actually under instruction is still very low, but as the result of the year's work it has sprung from 6·33 to 6·89. This percentage is now 12·76 for boys, and ·63 for girls. *Vide* General Table I.

The expansion of education which the year's figures record has been considerably more marked among Hindus than among Muhammadans, the former contributing 39,294 and the latter only 1,039 pupils towards the increment. Relatively then the latter show regression. In the case of native Christians there has been an actual decrease of 202 in the enrolment. *Vide* General Table IIIA.

4. *Expenditure.*—The total expenditure on education from all sources has risen during the year by Rs. 5,27,000, an amount slightly in excess of the additional grant allotted by the Government of India for education. This is a most welcome addition, but a perusal of the report will show how small it is in comparison with our needs. Direct expenditure has benefitted to the extent of Rs. 1,56,000, and indirect expenditure by the addition of Rs. 3,71,000. *Vide* General Table IV.

There is a decrease of Rs. 57,000 in the expenditure on colleges, largely occurring in the returns of the Thomason College, Roorkee, and of the unaided colleges. The large decrease under "Scholarships" paid from fees and other sources is explained in paragraph 31, Chapter V.

Under the head "Direction" the increase is due to the appointment of an Assistant Director. Under head "Miscellaneous" the large increase in Provincial expenditure is due to the fact that the examination charges connected with the Vernacular Middle, European and Normal Schools Examinations, formerly met from the surplus of the English Middle Examination fees, have this year been met from Provincial revenues, and to the grant of Rs. 20,000 paid to the Oxford and Cambridge Hostel, Allahabad. The High School Scholarship Examination which has been instituted in place of the English Middle Examination, though quite as costly to conduct, does not yield the same income from fees, owing to the smaller number of candidates appearing in it.

The expenditure on colleges met from fees has declined from Rs. 1,23,350 to Rs. 1,17,704. In secondary and primary schools on the other hand, it has risen by Rs. 12,368 and Rs. 32,396, respectively. The total expenditure from fees, including the indirect expenditure, has risen by the substantial amount of Rs. 69,000. Municipalities have contributed Rs. 6,200 more than in 1901-1902.

Taking these items into account, the balance of increase in expenditure is Rs. 4,51,800, *i. e.*, Rs. 48,200 less than the five lakh grant. It would therefore appear that some portion of this grant has been appropriated to relieve ordinary normal expenditure; and it will be necessary to guard against this happening regularly in future.

The special grant of five lakhs for education placed at the disposal of the Local Government by the Government of India was allotted as follows:—

		Rs.
(1)	For primary education in the budgets of District Boards	3,23,200
(2)	For normal schools, female education, and grants-in-aid in the Educational Budget	76,432
(3)	For educational buildings in the budget of the Public Works Department	1,00,368
	Total ...	5,00,000

Towards the end of the financial year it was found necessary, owing to the accrual of savings under certain heads, to revise the allotments. The building projects could not all be completed within the year, and there was thus a danger of some of the special grant lapsing. The amount was not large and was utilised in increasing the allotment to District Boards for expenditure on school buildings, equipment, &c., and for providing a few more Model Girls' Schools.

As already explained in my report last year, it is not possible in these Provinces "to distinguish Provincial revenues according to their source"; but since a definite allotment of five lakhs has been made this year for education, it is possible in regard to this amount to show what portion has been allotted to local funds and for what purposes. Rs. 3,28,916 were made over to the District Boards to be spent on Vernacular schools as follows:—

		Rs.
(1)	For opening 20 new schools in each district ...	48,000
(2)	For increasing the pay of teachers in Board schools	50,000
(3)	For increasing the inspecting staff and improving the pay of Sub-Deputy Inspectors... ...	13,200
(4)	For grants-in-aid to Primary Schools ...	13,076
(5)	For the construction, expansion, repairs, improvement, and better equipment of primary schools,	2,04,640

It is under the last heading that some part, at any rate, of the loss of Rs. 48,200, is traceable; what was strictly debitable to the ordinary budget of the Boards has in some instances been charged to the special allotment, and the local funds have been spared to that extent.

Results of Examinations.

		1902-1903.	1901-1902.
M. A. and D. Sc. ...	Candidates ...	42	37
	Passed ...	20	19
B. A.	Candidates ...	192	217
	Passed ...	126	148
B. Sc.	Candidates ...	11	5
	Passed ...	7	3
Intermediate examination ...	Candidates ...	558	530
	Passed ...	227	273
Entrance examination ...	Candidates ...	1,069	1,162
	Passed ...	534	592
School Final	Candidates ...	370	346
	Passed ...	226	181
Vernacular Final ...	Candidates ...	3,887	3,429
	Passed ...	2,090	2,448
Primary	Candidates ...	17,116	16,120
	Passed ...	11,694	11,447

5. The above list of examinations has been shortened by the abolition of the English Middle and the Lower Primary, in accordance with the policy adopted by the Government of India. It has been ordered that the primary course and the secondary course (whether Vernacular or

Anglo-Vernacular) should culminate in an examination ; and that these should be the only examinations to precede the university course. We thus have left a primary examination, a vernacular final examination (formerly called the Vernacular Middle owing to instruction in vernacular schools not being carried beyond the middle standard of Anglo-Vernacular Schools), and at the termination of the course in Anglo-Vernacular Schools the alternative of the Entrance or the School Final. Further simplification may be effected by combining the two last under one name, and including in the range of the one examination all classes of curricula in secondary schools. This, strictly a school final examination, might, under appropriate conditions, serve the purpose of an Entrance examination, seeing that the addi ion of a further examination for the latter purpose, following closely upon it and concerned with the same courses of study, would be superfluous and undesirable.

The continued growth of the Vernacular Final Examination is a natural outcome of the increasing popularity of secondary vernacular education. The measure of success obtained, however, is disappointing ; and while it is important to keep up a reasonably high standard, I cannot help thinking that on this occasion the examiners have rather overshot the mark. The certificate should on the one hand be worth having, but, on the other hand, it should not be out of the reach of a candidate who is worth it. At the end of the primary stage there is also an increase in the number examined, and the results are poorer than could be desired. Here the fact may not be due to excessive stringency, for the opening of many fresh schools and the overcrowding of existing schools may well account for the imperfect preparation of many boys ; then the teachers are not only too few, but many of them are inefficient. As Mr. Cruickshank, Commissioner of Rohilkhand, remarks : " It is sufficiently patent that teachers paid on the scale of police constables are not likely to be literate." Moreover, the still greater inefficiency of aided and unaided schools must bring down the general average of success at this examination.

The results of the University's examinations are dealt with in Chapter IV, paragraph 9, in connexion with the work of the University during the year.

CHAPTER III.

CONTROLLING AGENCIES.

6. I have continued to hold the Directorship throughout the year. I was on tour for 110 days. During the cold weather I visited Cawnpore, Meerut, Agra, Aligarh, Etah, Lucknow, Chunar, Dehra Dún and Moradabad. During the months of July and August I made inspections at Benares, Chunar, Gorakhpur, Lucknow and Bareilly. It is while I am continuously on tour in the plains during these months that it falls to me to prepare this Annual Report for submission to Government; and the circumstance may perhaps be generously accepted as some excuse for its shortcomings.

7. In consequence of the changes in the relations of the Government towards education, as foreshadowed in the deliberations of the conference held at Simla under the Presidency of His Excellency the Viceroy and Governor General in September 1901, it was foreseen that increased work and responsibility would fall to the share of the Director, whose time was, indeed, in the United Provinces already all too short for the careful performance of all his duties. At the suggestion, therefore, of the Government of India, the Local Government applied for the appointment of an officer of the graded or Indian Educational Service to assist him in his labours. Accordingly Mr. C. F. de la Fosse was appointed my Personal Assistant on 11th April 1902, the designation being subsequently changed to that of Assistant Director when the sanction of the Secretary of State for India was eventually received. It is intended that the appointment shall be held for three years by each officer selected to fill it. Thus not only will the Director be relieved of a part of his burden of office work and be able to devote himself to important matters which might else be crowded out, but there will be a circulation between the head office and the circles, whereby Inspectors of the Indian Service will in turn have the opportunity of experience in the Director's office, and of understanding more thoroughly the attitude and policy of Government; and when they return to their circles they should be able to carry on their work, in the light of that knowledge, with more certainty and precision, and with less need of continuous control by the Director. It were to leave a due deed undone if I did not here record my high appreciation of Mr. de la Fosse's services in the arduous task for which he has been chosen. He brought with him a large experience of the work of an Inspector, which means familiarity with many of the problems which finally find their way to me for solution. As an Inspector he was careful and thorough and always interested in doing his work well; and his reports and references struck me as being always lucid, and his suggestions as being marked by an active intelligence. It was for these reasons that I recommended him for the newly created post, and the characteristics which I had noted in his previous career have not failed him there; he has done a great deal of work and I greatly value the assistance he has rendered me.

8. The following officers were in charge of the different circles during the year under report:—

First Circle.—Mr. C. E. Welby.

Second Circle.—Mr. Gyanendra Nath Chakravarti, M.A., LL.B.

Third Circle.—Mr. C. F. de la Fosse was in charge of the Circle; but on his deputation as Personal Assistant to the Director of Public Instruction, Mr. J. Murray, Professor of Physical Science, Muir Central College, was appointed Inspector of Schools in his place. When, a few days later, he was deputed as Meteorological Reporter to the Government of India, Mr. Bacon, Head Master, Collegiate School, Benares, was appointed to officiate as Inspector of the Circle, and he remained in charge during the remainder of the year.

Fourth Circle.—Mr. F. G. Housden continued to be in charge of the Circle till the end of November 1902. On 1st December 1902

Mr. J. Murray, on his return from deputation, was posted to the Circle, and Mr. Housden reverted to his substantive appointment as Head Master, District School, Allahabad.

Fifth Circle.—Mr. H. O. Budden remained in charge of the Circle, as well as of European Schools of the United Provinces.

Of the Inspectors Mr. Welby has shown his usual sound judgment in the performance of his duties; I find in Mr. Chakravarti *justum et tenacem propositi virum*, who adds to his zeal much tact; Mr. Bacon has been eager to do well in the inspecting line, and will no doubt profit by the experience he is gaining; Mr. Housden, while in charge of the Fourth Circle, carried on the work to my satisfaction; Mr. Murray, who is new to the work, is an addition to the strength of the inspecting staff; Mr. Budden has brought to his treatment of European and of native schools a full measure of enthusiasm. To all these officers I am grateful for the assistance and support I have received at their hands during a year of exceptional stress and strain.

Assistant Inspectors of Schools.

In November 1902 Munshi Balkrishna Lal, Assistant Inspector of Schools, Bundelkhand Division, retired and Lala Kirpa Narain, Officiating Inspector of Schools, Meerut Division, was confirmed in that appointment.

During the same month Pandit Lakshmi Shankar Misra, M.A., Rai Bahádur, went on six months' leave, and Pandit Gaindan Lal, B.A., Rai Bahádur, on his return from furlough, was posted to the Benares Division. Pandit Murli Dhar Nagar, M.A., Deputy Inspector of Schools, Gorakhpur, was appointed to officiate as Assistant Inspector of Schools, Bundelkhand Division, *vice* Pandit Lakshmi Shankar Misra, on leave.

A large increase in the subordinate inspecting staff has been made during the year. Altogether 22 Sub-Deputy Inspectorships were created and the minimum pay of the posts was raised to Rs. 50. Funds for this purpose were allotted from the special grant of five lakhs. Though the number of district inspecting officers is not even yet sufficient, the creation of these new posts has been of immense benefit, and with increased inspection better tuitional results, particularly in aided schools, may confidently be expected. The pay offered, Rs. 50 or Rs. 60, is now sufficient to attract well qualified men, and no difficulty is found in securing graduates or trained teachers. Such men from their superior education and training make more intelligent and reliable officers than the old type of Sub-Deputy Inspectors, who were frequently recruited from among the teachers in District Boards' vernacular schools.

Inspectresses for Girls' Schools.—Miss R. D'Abreu was in charge of the aided vernacular schools of the United Provinces and of the vernacular schools of the 2nd Circle.

In order to encourage female education, and to select suitable places for opening new vernacular schools for girls, wherever necessary, three more Inspectresses were appointed to the following circles, and are subordinate to the Inspectors of their respective circles.

First Circle.—Miss G. Helen Roberts from July 1902.

Third Circle.—Miss J. A. McReddie, B.A., from October 1902.

Fourth Circle.—Miss A. Gantzer from February 1903.

CHAPTER IV.

COLLEGIATE EDUCATION.

9. *The working of the University.*—The year has been one of unusual activity in University affairs. The recommendations of the Simla Educational Conference and the report of the Universities' Commission have resulted in important proposals, some of which have been adopted, while others are still under consideration.

The following are the principal matters which came before the Senate :—

(1) The Regulations in Arts have been amended so as to put some further restriction on the conditions for appearing as a private candidate at the Matriculation Examination, in fact to prevent school boys from appearing as private candidates. Discipline and efficiency should be promoted by this amendment.

(2) The desirability of instituting Clerical Commercial Courses was discussed at length, but final consideration of the subject was postponed.

(3) A proposal to make History alternative with the literary portion of the English course for the B. A. degree was, after discussion, rejected.

(4) The Faculty of Engineering was reconstituted.

Several important measures arising out of the Conference and the Commission were considered by the Syndicate. The following are the more important :—

(1) To test the English-speaking qualifications of teachers, the oral test at the School Final Examination will in future be more thorough and it will invariably be conducted by an Englishman. It should be mentioned in this connexion that an even more stringent test is prescribed at the examination of teachers for certificates.

(2) The Cambridge Senior Local will be recognized in the same manner as the School Final Examination.

(3) The question of licensing Hostels at Government and Aided Colleges was considered, and a Committee of the Syndicate appointed to draft rules.

(4) The Syndicate has prepared for the consideration of the Senate a set of Regulations for a teaching certificate examination. If they are accepted by the Senate the question of affiliating Training Colleges to the University will be taken up by the Syndicate.

(5) More stringent rules for the recognition of schools and the affiliation of Colleges have been drafted by the Syndicate, and these will be placed before the Senate next November.

(6) The recommendations of the Universities' Commission, as set forth in the Government of India's letter of the 24th October 1902, were considered and generally approved. The Syndicate was strongly in favour of the creation of an efficient Law College at Allahabad, and was in favour of the establishment at the same place of a Central College for post-graduate studies.

The Faculty of Law has drafted for the approval of the Senate a new set of Regulations for the LL.B. Examinations with the object of providing a more thorough training in law for Vakils and Pleaders in these Provinces.

University Examinations.—In the M.A. examination 12 candidates passed out of 39. Of these all but one took English Literature as their subject, the remaining student having taken the degree from Queen's College in Philosophy. Three of the eleven come from Muir College, two from Canning College, two from the Agra College, one from St. John's College, Agra, while the other three appeared as teachers.

In the first D.Sc. there were in Mathematics two successful candidates, who were sent in from Muir College and the Muhammadan Anglo-Oriental College; and in the same subject at the second D. Sc. one from Muir College. In Physics the only College represented is the Muir College, with one student in the first and one in the second D.Sc., both in the first division. The same College claims similarly all the successes in Chemistry, *viz.*, two in the first and one in the second D. Sc. The M.A. and D. Sc. courses are the post-graduate studies as recognized by the University. In all there were 20 students who reached the standard of attainment in their various subjects prescribed by the University. Of these 10 appeared from Muir College, and not more than two from any other College. The Muir College at Allahabad is therefore, by choice of the students themselves, already the chief centre for post-graduate studies in connexion with the University of Allahabad.

It may be added that four of these students were placed in the first division, and that these are all from Muir College.

At the B.A. and B.Sc. examinations, the Muir College passed 27 and four candidates respectively; Agra College 19 and one; Canning College 17 and one; the Muhammadan Anglo-Oriental College 17 at the B.A.; Queen's College 12 and one; the Bareilly College, St. John's College, Agra, and two Native State Colleges (Ajmer and Lashkar) each passed eight students at the B.A. It remains to note that the Meerut (Aided) College is represented by only one successful candidate. The total number of passes is 155 at the B.A. and eight only at the B. Sc.; five of the 155 are women; the number obtaining the B.Sc. degree this year, small as it is, beats the record.

Five Government M.A. scholarships were awarded at the B.A. Examination; of these the first three fell to the Muhammadan Anglo-Oriental College, one to Queen's College, and one to the Isabella Thoburn (Woman's) College, Lucknow. The two D. Sc. scholarships awarded on the results of the B. Sc. Examination went to students of the Muir Central College, Allahabad.

Two hundred and sixty-four candidates passed the Intermediate Examination, of whom 17 are women. Eleven were placed in the first division, including two women from Woodstock, Mussoorie. Agra College passed 30 candidates, the Muhammadan Anglo-Oriental College, 22, Muir College and Canning College, each 21.

Points deserving notice are the high percentage of failures at the Intermediate Examination, and a further considerable reduction in the number of Entrance candidates. Many more than half the candidates who appeared in the former examination failed, a result which cannot be considered otherwise than disastrous. English was in nearly all instances the cause of failure. The result seems to point to a variation in the standard required for a pass, due to the unusual difficulty of the examination or to an increased strictness in the marking of answer papers. It cannot be considered as satisfactory that the number of young men entitled to proceed to study for their B.A. degree should one year be as high as 359 and the next as low as 264.

The figures for the Entrance Examination give serious cause for anxiety. It was hoped that the lowest point had been reached last year, and that the measures taken to deter candidates from appearing in the Matriculation Examinations of other Universities would result in an increase in the number of Entrance candidates at the Allahabad University. But so far from this being the case there has been a further decline of 148 candidates. To make matters worse a neighbouring University, which has hitherto admitted school boys from the United Provinces to its Entrance Examination as private candidates, has, by a recent change in its regulations, relieved them of the necessity of assuming even this easy disguise; thus boys will be still more tempted to disobey the orders of the Local Government, under which, and largely at whose expense, they are receiving their education. There is no evil

without a remedy, and there is no doubt a choice of effectual remedies in this case, one of which the Syndicate has now adopted. It may be added that the impression prevails that it is easier to pass the Entrance Examination of the University in question, and from the fact that school students not considered fit for promotion to the class in preparation for the Entrance Examination of the Allahabad University have nevertheless passed the examination of that University as private candidates, there would appear to be some ground for the belief.

Income and expenditure.—The state of the University's finances is anything but satisfactory. Expenditure is increasing owing to the number of examinations held by the University being more numerous and to the necessity for adding more subjects of examination, so as to give to candidates a greater latitude of choice. Receipts, on the other hand, are diminishing from year to year and the closing balance rapidly shrinking. The University is now at last faced with the certainty of a heavy deficit on the year's working. No possible economy will prevent its being considerable, and there are no sources of income which can be sufficiently expanded to meet it. The cause of this financial crisis is the yearly decrease in the amount received in admission fees for examinations.

Arts Colleges.

English.

10. There are two first grade Government Colleges, at Allahabad and Benares; and one so-called second grade college, consisting of University Intermediate classes attached to the High School at Fyzabad. The aided colleges now number eight, a grant-in-aid having been sanctioned during the year to the Isabella Thoburn College for women at Lucknow. Of unaided colleges there are 14, the average attendance has risen from 1,541 to 1,554, *i.e.*, so slightly as to be practically stationary. The average attendance is more significant than the enrolment at the close of the year, which may be affected by the date of the University Examinations, the prevalence of an epidemic or other accidents; and this year, as it happens, shows a decrease from 1,490 to 1,381.

Vide General Table III.

The cost to Provincial Revenues on State Colleges has been reduced by Rs. 9,000, and the total expenditure from all sources by nearly Rs. 21,000, due mainly to a reduced expenditure on apparatus for the Muir College Laboratories. The fee-income has altogether declined by Rs. 4,324, owing to a lowering of the rates in unaided institutions. The rates charged in State Colleges are Rs. 8, Rs. 10 and Rs. 12 per mensem for the Intermediate, Bachelors' and M. A. or D. Sc. courses respectively. Aided colleges are required to levy fees at not less than 75 per cent. of these rates. The average fee at present taken from students in unaided colleges is Rs. 40 per annum; in some cases the fee approaches that prescribed for aided colleges, in others it amounts to perhaps Rs. 20 per annum.

Vide General Table IV.

In State Colleges the average cost of educating a student is Rs. 429, towards which he contributes Rs. 88; in aided colleges the average cost is Rs. 229, and the fee Rs. 67; in unaided colleges the cost per student is Rs. 202.

11. *Muir Central College, Allahabad.*—The following changes took place during the year under report:—Mr. R. N. Dey, Assistant Professor of English Literature, was transferred to Fyzabad as Head Master of the High School there; and his place at the Muir Central College was taken by Babu Abhaya Charan Mukerji, M.A. Mr. Murray, Professor of Physical Science, was transferred to the Inspection line in April 1902, and his place was taken, in December, by Mr. J. Patterson, appointed by the Secretary of State, Mr. Kaye having officiated in the interim. Pandit Adityaram Bhattacharya, Professor of Sanskrit, retired on pension in November, after a long and highly meritorious service. His place was filled by the appointment of Pandit Ganga Nath Jha, M.A. Babu Abhaya Charan Sanyal officiated as Professor of Chemistry during the absence, on short leave, of Mr. Hill.

The number of students on the rolls on the 31st March 1903 was 195 against 203 on the corresponding date of the previous year. The decrease may be considered due to the recurring outbreaks of plague at Allahabad, which induced some students to leave the College and prevented others from joining.

The distribution of scholars in the different classes was as follows:—

Intermediate classes 91; B.A., B.Sc. classes 78; post-graduate classes 26.

The total expenditure amounted to Rs. 87,700, a decrease of Rs. 9,237 on the preceding year.

The results in the University Examinations were as follows:—

In the Intermediate, out of 52 candidates, 21 passed.						
Ditto	B.A.	ditto	42	ditto	27	ditto
Ditto	B.Sc.	ditto	6	ditto	4	ditto
Ditto	M.A.	ditto	12	ditto	3	ditto
Ditto	first D.Sc.	ditto	6	ditto	4	ditto

and in the second D. Sc. there were three candidates, all of whom passed.

The failures in the Intermediate were mostly in English. As the first and second year classes generally are very large, it is impossible for the Professor to give that amount of individual attention without which a more satisfactory percentage of passes cannot be obtained.

The Principal of the College is unable to account for the unsatisfactory result in the M.A. Examination, unless it be that the Examiners were considerably stricter than in former years. The class was, in the Principal's opinion, on the whole, a distinctly good one. One of the successful candidates was placed in the first division and headed the University list.

During the year a number of valuable instruments have been added to the Laboratory, namely:—Röntgen ray apparatus, polariscope, Ewing's Magnetic Curve tracer and a number of smaller instruments, while Dynamoes and Motors for an electric plant have been received.

The work in the College workshop at present consists in making alterations in apparatus, repairing and making some of the more elementary apparatus.

At present a number of lathes are driven by hand power, which is not satisfactory. There are also two engines, dynamoes, motor and all the fittings for an electric plant; at present they are houseless, but the erection of a separate building for the workshop and engine-room has been sanctioned. When it is completed, the workshop will be more efficient, and it will then be possible to make good apparatus much cheaper than it can be obtained elsewhere.

The further development of an adequate boarding house system continues to be one of the most pressing needs of the Muir Central College. At the end of the year, 50 students were residing in the College Boarding House, 19 in the Muhammadan Boarding House, 39 in the provisional Hindu Boarding House, and 27 in the Oxford and Cambridge Hostel. Of these four institutions, the last mentioned only is in every respect what a boarding house ought to be; the accommodation is excellent and there is constant superintendence of the best kind. The Muhammadan Boarding House also is in good order; the accommodation is equal to that of the Christian Hostel, and the Superintendent, although not strictly resident (there are no quarters for a resident Superintendent), manages, by unremitting care, to maintain good discipline. The two so-called College Boarding Houses, one of which is situated in the least sanitary part of the College compound, and the other a quarter of a mile from the College, in a neighbourhood objectionable on sanitary and other grounds, are not what they ought to be, and should have been replaced long ago by something more suitable. Sir Antony MacDonnell recognized the need of better arrangements, and plans for an institution of the kind were by his order drawn up by the Public Works Department. Later on, however, he changed his mind, and declared the provision of a good Boarding House to be a concern of

the native community. An influential committee of Hindu gentlemen thereupon constituted itself for promoting the undertaking; funds were collected, and the foundation stone of the "Hindu Boarding House" was laid in August 1901.

Up to the present, however, the building has not been taken in hand. Meanwhile two bungalows, situated on the plot of ground to be occupied by the future Hindu Boarding House, are used by the Committee as temporary Boarding Houses in which there reside, together with students of the Muir College, students and school boys belonging to various other institutions. There is no suitable arrangement for superintendence, and the Principal of the College is not a member of the Managing Committee.

The question arises whether special College Boarding Houses, apart from the eventual Hindu Boarding House, should be maintained in future or not. If such are to be maintained, it will demand serious consideration whether new and more suitable buildings should not be erected, inclusive of appropriate quarters for a Superintendent. Hitherto there has been only a monthly allowance of Rs. 20 for the Superintendent, and no quarters are provided.

As has been repeatedly pointed out, the staff of the College on the literary side is unduly weak for its present requirements, and extension of higher teaching in this direction cannot be contemplated. On the Science side there are three European Professors qualified for advanced teaching, and splendid laboratories; but that the exceptional advantages therein offered will be seized by fair numbers of students from all parts of the province continues to be a matter of hope only. Among the students reading in last year's fifth year class three students had taken up Mathematics, one Physics and two Chemistry. The fine new laboratories thus are practically empty, so far as higher work is concerned. These laboratories are no doubt used by students of the B.A. and B. Sc. classes also; but experience has shown that success in these examinations may be secured equally well by students reading in other colleges with much inferior laboratories, and hence students do not show any marked inclination to resort to the Muir Central College for the study of Science.

The smallness of the numbers of students reading for the highest Science degrees, does not imply by any means that there is no sufficient work for the Professors. Mr. Patterson, the new Professor of Physics, reports that the staff at present consists of the Professor and one assistant. They have all the lecturing and all the practical work of six or seven different years. The Professor has nearly all the lecturing, and that means the preparation and giving of at least three lectures a day, and sometimes more, and in addition the practical work of the D. Sc. students and general supervision over the rest of the work. This leaves little time for him to keep abreast of the times, which is so necessary in these days, or to do research work. The assistant has to prepare all the lecture experiments, do some of the teaching in the Intermediate classes, take charge of the practical work of the third and fourth years and keep the accounts. The professor considers that there should be a demonstrator who could take full charge of the Intermediate work and the practical work of the third and fourth years, and an assistant who would prepare all the lecture experiments, assist in the practical work and keep the accounts. With this arrangement he would have more time to devote to the D. Sc. students and to advanced work and research.

12. *Queen's College, Benares.*—There has been an increase in the enrolment, the numbers on the 31st March having been 61 in 1901, 77 in 1902 and 88 in 1903, apart from new entries after the Entrance and School Final Examinations at the close of the year. But the College is and must remain a small one in the presence of the local competition of a much cheaper institution. The general public of Benares appreciates the teaching of highly qualified and devoted Professors less than

the immediate saving arising from low fees. The average fee in the Intermediate classes of Queen's College is about four times that levied in the rival Benares College.

The expenditure for the year amounted to Rs. 41,851, of which Rs. 33,485 was from Provincial Revenues, being Rs. 380 per student. Some Rs. 600 were spent on the Laboratory during the year. The fees amounted to Rs. 7,495.

There was only one student presented for the M.A. degree. A class of several students in the same subject could have been prepared with the same expenditure of teaching power; and to provide separate advanced instruction for a single pupil in each of several colleges, instead of collecting them in a class at one place is not an economical way of expending the scanty funds available for University education.

At the B.A. Examination 12 out of 13 candidates passed, two in the second division; one of them also obtained the B. Sc. degree. These results are excellent. Of 22 candidates at the Intermediate Examination 14 passed, 12 being placed in the second division; one of these students had previously attended the Sanskrit College when he had passed portions of the advanced Acharya Examination in two branches.

The college grounds and playing fields have been enlarged and improved during the year, but the work upon them interfered with games and sports. I have pleasure in noting that Babu Moti Chand of Benares City gave the College a Coronation gift of Rs. 300 for cricket gear.

13. *Fyzabad College.*—This is a Government second grade college, consisting of the first and second year college classes maintained, for the convenience of the locality, in connexion with the High School. The average attendance, going back over six years, is 17. Even this small number has to be kept together by liberal scholarships from the Municipality, but for which the Principal reports that most of its students would seek education elsewhere. Thus the local need for the continued maintenance of these classes is small. There is a science laboratory, but it is quite inadequate for the proper study of Science, an undesirable feature in a Government institution, which should exist to be a model to others. In view of the large outlay on the Science laboratories of the Muir College, and the comparatively small number of students hitherto working in them, it may well seem inexpedient to spend much money in improving the Fyzabad laboratory for the sake of an insignificant remnant, who should rather be required to attend one of the already fully equipped colleges if they desire to study this important subject, due provision for which is a costly item in school or college management. Such an order would still further reduce the small enrolment; and the question would suggest itself whether it is educationally advantageous, even to the few students who are left, that this small outlying College should be kept up any longer. Even if they get good teaching, they must miss the better influences of a large and well-ordered college, with life in a properly conducted hostel. The report of the Indian Universities' Commission points to the educational advantages of more concentration, while the economical advantages are obvious.

The number of students who appeared at the Intermediate Examination was 14, of whom only two passed.

14. *Canning College, Lucknow.*—During the year the vacancy in the Professorship of History and English Literature was filled up by the appointment of Mr. E. A. Richardson, B.A. There are four European and four Indian Professors for Arts and Science. The number of students on the rolls at the end of the year shows an increase from 179 to 189; but the attendance suffered much from the outbreak of plague, falling from 170 in November to 52 in March. About three-quarters of the students are Hindus, Brahmins numbering one-quarter.

The fee-income is returned at Rs. 12,849, an increase of Rs. 882 over last year's figures. The amount expended on Government and other

scholarships and on Oudh students' fee remissions (returned as scholarships) was Rs. 4,997, or Rs. 234 in excess of last year's amount.

Of six students who appeared for the M.A. Examination in English two passed in the third division. The Principal refers to the prevalent but mistaken idea that the University requires only one year's study for this examination, although it is a two years' course that is prescribed, and a two years' interval exacted after passing the B.A. examination. It is open to the Principal to remove this unfortunate misunderstanding of University requirements by proposing the necessary change in the wording of the Regulations to make the matter perfectly clear in future. To the too frequent attempt to comply with the minimum demands of the Regulations, and to go up for the examination with only one year's study at a college, combined with marking time for another year, is attributed the failure at the M.A. Examination. It is a fact of considerable significance that colleges in India are, with few exceptions, not strong enough to exact anything from their students beyond the minimum requirement of an external authority, whether that be the Government or the University. And it is this habit of being contented with the least that will be allowed to pass which is the cancer that takes the vitality out of higher education. Although these remarks spring from the observations made by Mr. Pirie in his report, it is perhaps hardly necessary to say that they do not apply particularly to Canning College, which possesses a staff of Professors, the loftiness of whose aims is not called in question. But, if the whole country aims as low as possible in University education, the influence of the most enthusiastic band of Professors must be the weaker for such environment.

One student from the fifth-year class, Mahesh Bal Dikshit, entered for the open competition for Deputy Collectorships, and stood at the head of the list of the selected candidates.

There were 29 B.A. candidates of whom 17 passed; of two who appeared for the B. Sc., one qualified for the degree. The results in Sanskrit and Mathematics were disappointing. Fifty presented themselves for the Intermediate Examination, and 21 passed, one standing first in the University.

The conduct of students in the boarding houses is reported to be satisfactory, except for one grave breach of discipline for which five students were dismissed from residence.

The organization of a series of lectures delivered by gentlemen who interested themselves in the intellectual and moral development of the students may be noted as a step which should help much towards rounding off the education given in this flourishing and successful institution.

The expenditure on the College Department, apart from scholarships amounting to some Rs. 5,000, comes to Rs. 62,536, towards which the Provincial Revenues contributed Rs. 23,949, while the fees accounted for Rs. 12,849, as already stated.

15. *Agra College.*—This important aided institution shows a considerable increase in the number of students, which is now higher than it has been for five years. The enrolment at the end of the year has risen from 140 to 173, and the average daily attendance from 129 to 147. The fee-income grew from Rs. 10,038 to 10,609. The cost per student comes to Rs. 225, of which Government contributes Rs. 43.

Mr. T. C. Jones has been appointed Principal, in succession to the late Mr. A. Thomson; and Mr. H. C. Smith (Oxon.), has been appointed senior Professor.

There were five candidates for the M.A. degree in English, of whom two were successful; one for the first D.Sc. who failed; 27 for the B.A., of whom 19 passed; two for the B.Sc., of whom one passed; and 61 for the Intermediate with 30 passes.

Attention is paid to the life of the students in the College Boarding Houses, but the need of specially designed buildings in place of the ordinary bungalows now used for the purpose is much felt; and the

Principal expresses a reasonable desire for such buildings in the form of a quadrangle so constructed as to prevent all egress after the gates are closed at night.

16. *Muhammadan Anglo-Oriental College, Aligarh.*—The number of students has continued to grow until it has become physically impossible to admit any more. The boarding house was crowded to overflowing by the end of April 1903, before a single student of the third year had joined, and new students in the first year and school were daily asking for admission. It was therefore decided to admit no new student to the school, and discourage as much as possible admission to the first year. To find temporary accommodation for new-comers a bungalow was hired about a quarter of a mile from the College, to which Munshi Abdul Hamid, B.A., went to reside as Sub-Proctor. In addition to the four quadrangles, built specifically as students' quarters, and the small bungalows in the College compound, there are three hired bungalows which are inhabited by students, outside the College grounds.

The number of boarders was 242 on the 25th June, all Muhammadans; and there were 42 day scholars, 35 being Hindus.

The boarding houses remain a satisfactory feature of the College, and efforts are constantly made to improve them as a means for the more perfect education of the residents.

One student appeared for the second D.Sc., but was unsuccessful; but one took the first D.Sc. Examination with success. Seventeen out of 22 obtained the B.A. degree; while only 22 out of 73 candidates passed the Intermediate. The Principal considers, from his knowledge of the students, that the Examiners at the Intermediate were unreasonably severe.

In the teaching the College has made a new departure; it has definitely refused to undertake any English teaching for the M.A., but has opened an M.A History Class. The College possesses exceptional opportunities for teaching History, two of the Professors having taken the History Tripos at Cambridge, and the Principal having devoted a good deal of time to Economics, which forms a considerable portion of the M.A. History course.

The Principal reports that they are now able to collect fees strictly in advance; the students have already fallen into the way of paying the fees for the current month and for one in advance, the danger of loss by bad debts is thereby very materially reduced. The only sound policy is for the College to realize all fees strictly in advance, and the experience for this year proves that if the bills are presented punctually and the Principal insists upon the observance of this rule, all fees can be realized in advance. This state of affairs is eminently satisfactory.

I gather from the report that a fairly large number of lectures was delivered by visitors to the College and others, but the lecture which created the greatest impression was the one delivered by Dr. Cuthbert Hall; the keen attention with which the students listened to his elevating and spiritual presentation of religion is proof enough of their eagerness to hear of religious things if not encumbered with superstition. A very orthodox Musalman said at the close of the lecture: "I felt as if I were listening to a very learned and pious Maulvi; the pity is that so few Maulvis speak in so elevated and convincing a strain."

Another feature of the year should be recorded here, because it consisted of instruction given voluntarily and having no specific bearing on examinations. Mrs. Morison was distressed to notice the mistakes committed by students even in the senior classes, in writing letters, and accordingly offered to open a class for graduates to correct these mistakes; the offer was eagerly accepted, and the class was extremely popular and useful.

17. *Meerut College.*—During the year under report the College had the misfortune to lose by death its experienced Principal Mr. C. A. Andrews, a devoted and thorough teacher. There have also been several changes in the staff of Professors. The salaries offered are

so low that it is not easy to secure and retain competent men. The fact is that the College has not the necessary funds for the due performance of the task it has undertaken.

There has been some decrease in the number of students, from 53 to 48. For this the prevalence of plague in the city is said to be mainly responsible. There has been a corresponding decrease in the fee-income. The results achieved by the College in the University Examinations are very poor. Only one candidate succeeded in passing the B.A. Examination. The arrangements for teaching Science are still unsatisfactory.

In every branch of its work and in all departments the College is seriously hampered by want of funds; and though by recent investment the College Endowment Fund has been increased to a lakh of rupees, there is little likelihood that the deficiencies can be adequately supplied.

18. *Christ Church College, Cawnpore.*—The work of the College has been greatly interfered with during the past year by the prevalence of plague in the city. Many of the best students were removed by their parents and sent elsewhere. Under such circumstances it is not surprising that the results of the University Examinations were not brilliant and that the income from fees declined. Provided that there is no recrudescence of plague the College may be confidently expected quickly to recover; for the good work which it has done is now widely recognized, and it is loyally supported by those who have received their education there. Three additional class rooms are under construction to provide increased accommodation.

19. *St. Andrew's College, Gorakhpur.*—In spite of a rather serious outbreak of plague the College continued to make satisfactory progress. Out of 14 students sent up for the Intermediate Examination eight passed, six in the second division, a result which compares favourably with the results obtained by other second grade colleges.

20. *Kayastha Pathshala, Allahabad.*—There is little information to be gleaned from the rather meagre report submitted by the Principal. The following facts are gathered from the statistical tables submitted with the report: the number of scholars has declined from 94 to 73; fee receipts have fallen from Rs. 2,584 to Rs. 1,560, and now provide for less than a sixth of the yearly expenditure; the amount spent upon scholarships by the institution has considerably increased, notwithstanding the decrease in the number of scholars; and finally 11 out of 45 students passed the Intermediate Examination; no less than 33 having failed in English. The figures speak for themselves; and the fact that the decrease in the number of students has been practically confined to the first year class shows that plague has not been altogether responsible for the results.

21. *St. John's College, Agra.*—Is an unaided institution maintained by the Church Missionary Society. The average monthly attendance during the year is returned as 96, showing an increase of 11 over the unusually low figures of the previous year. Of the 96 students nineteen are Christians, or one-fifth of the whole attendance. Possibly some Hindus are attracted to the college by the lower fees levied, the rates being one-half of those prescribed for Government institutions, and two-third of those in the neighbouring Agra College. Turning to the academical results of the year, one candidate appeared for the second D. Sc. Examination, but failed. There were two candidates for the M.A. Examination, one of whom obtained a place in the second division. Eight of the ten who appeared for the B.A. were successful, and 15 out of 29 at the Intermediate Examination. These results compare favourably with those of other colleges, and are evidence of good work done.

There are two hostels, one for Christians and one for Hindus. In the former there are two rates of boarding fees, Rs. 10 and Rs. 5. In the latter the rent for sharing one of the large rooms is Rs. 1-4-0, menial service being included; in this hostel the students make their own arrangements for food, and subscribe to a common fund for the purpose.

In both the physical well-being of the residents receives due attention, while in the Christian hostel religious instruction is provided. At the Inter-Collegiate Tournament students of St. John's College won one first prize and one second prize.

A business department has been added during the year, towards the equipment of which the Government sanctioned a grant of Rs. 1,000. The attendance of students has averaged 30 a month, which is a very good beginning. The course includes short-hand, type-writing, book-keeping and correspondence.

From a review of the report for the year it is clear that the College aims at efficiency in all the branches of education that fall within its scope, and that its efforts have been attended with encouraging success.

22. *The Central Hindu College.*—The staff has been increased by the arrival from England of a Cambridge graduate. The College is unfortunate in having temporarily lost the services through ill-health of its energetic Principal. In the Intermediate Examination 15 students passed out of 44. Even in a year in which the percentage of failures was unusually high such a result cannot be regarded as otherwise than disappointing. It is to be hoped that the College students recruited from those who pass the Entrance and School Final Examinations from the Collegiate School will in future years prove better material than the present. But the College has still to depend mainly upon recruitment from outside, as the number sent up to it from the school is small, not more than nine being eligible this year for promotion to the College.

Physical education receives careful attention in the institution, and the students are becoming expert in football, hockey and tennis. The Tagore Challenge Cup was carried off this year from Calcutta by the College's representatives in tennis.

Religious teaching is carried on as in past years. Three text-books on the Hindu Religion have been published by the Board of Trustees, two of which have been introduced for use in the College and the School, and special periods are devoted to religious instruction.

The Boarding House is a special feature of the place, and considerable expense is being incurred to make it a model institution. The building can now accommodate as many as sixty boarders, and it is capable of carrying an upper story, which would double the accommodation. The arrangements for the comfort of the boarders and sanitation are excellent.

Oriental Colleges.

23. *Sanskrit College, Benares.*—An increase of 68 in the number of students reading in the College shows that the popularity of Sanskrit is not upon the wane, in spite of the growth of English education. The results of the annual examinations may be considered satisfactory. Nearly 400 pupils from outside schools and pathshalas presented themselves for examination by the Government College of Benares. The Sanskrit College is in fact a teaching and examining University, and every year its influence is becoming more widely extended.

One candidate appeared in the Fazil Examination from the Canning College, Lucknow, and passed in the first division. Three candidates appeared in the Mulla Examination of whom two were successful.

Colleges for Professional Training.

24. *Law Classes.*—The number of Law Classes remained the same as last year.

In the Muir College the Law Department had to regret the loss of Mr. D. N. Banerji, Professor of Law, who died in September 1903. In his place, there was appointed, in December 1902, Mr. R. K. Sorabji. The two former Law Readers, Dr. Satish Chandra Banerji, and Maulvi Karamat Husain, resigning their readerships (in January and March 1903, respectively), Mr. Manmohan Lal Agarwala and Dr. Tej Bahadur Sapru were appointed to fill the vacancies. The numbers on the rolls

on the 31st March 1903 were 111—69 in the Preliminary and 42 in the Final Class.

The Law class attached to the Christ Church College, Cawnpore, in response to urgent representations, has not after all been closed. Upon the subject of the teaching of Law the Principal remarks: "Every effort is made to make the teaching as real as possible, but such efforts are largely nullified by the High Court Regulations with reference to those examinations which it conducts in addition to the University Examinations."

Forty candidates out of 131 passed this year the LL. B. Examination, a considerable improvement on last year's results.

25. *Thomason Civil Engineering College, Roorkee.*—During the year Lieutenant-Colonel J. Clibborn retired from the Principalship of the College, and has been succeeded by Captain E. H. deV. Atkinson, R.E. The question of the augmentation of the superior staff of the College has been under consideration, and proposals have been submitted for the orders of Government. At the Entrance Examination there were 45 candidates for admission to the Civil Engineering class, and 25 were admitted; for the Upper Subordinate Class 118 candidates and 40 admissions, and for the Lower Subordinate Class 192 candidates and 65 admissions. The strength of the College shows in the Civil and Electrical Engineering Classes 25 students in the first year, 20 in the second and 15 in the third. In the Upper Subordinate Class there are 17 who are apprentices on works, 38 in the second year and 40 in the first. There are 120 lower subordinate students. The mechanical apprentice class has 21 pupils, and there are 45 in the various industrial classes. The total enrolment is given as 359 in place of the 337 returned last year. The arrangements for the training of pupils in the mechanical apprentice and in the industrial classes have been found to fall short of what was desired, and new schemes for their improvement have been formulated and are now before the Government. The draftsman and computer's class does not appear to be in a healthy state; owing to its not leading to any guaranteed appointments, youths are not attracted to it. The main work of the College lies in the Civil Engineering and the Upper and Lower Subordinate sections, in which the institution maintains its reputation for efficiency and public usefulness.

A marksman of the College Company of Volunteers distinguished himself by winning the Viceroy's Cup for the year. At the Allahabad University sports the College was very successful, winning five first and three second prizes in the seven sports events.

A Mansfield Oil Gas Installation was in course of erection to supply gas to the Chemical and Physical Laboratories, Lecture Theatre and Applied Science Department. The installation has been taken in hand by the College Workshops, resulting in economy, as well as giving experience in practical work to those engaged on it. A Chemical Test Room has been fitted up, particularly for the purpose of carrying out commercial tests, as mentioned last year.

It is gratifying to note that the College was awarded a prize of Rs. 50 in the Bombay Art Society's Exhibition for the best piece of practical work in any photo-mechanical process; and a prize of the same value was won by a second year student of the College for the best set of six photographs.

26. *The Training College for Teachers.*—The College is fully dealt with in Chapter VII. It will be enough here to remark that the value of trained teachers in English schools is beginning to be more generally recognized, and in consequence the reluctance of young men to undergo training is not so marked. The question of its affiliation to the University, with a view to the grant of a license to teach, or some degree in practical and theoretical education, has advanced some stages towards solution during the year.

CHAPTER V.

SECONDARY EDUCATION.

27. The number of secondary schools for boys is eight more than in the previous year. It is worth noticing that this is due to the opening of nine vernacular secondary schools under the management of District or Municipal Boards, giving more than double the increase, under this head, of the whole of the last quinquennial period. The number of boys in secondary schools has risen nearly 3 per cent., and now stands at 22,759; this is also traceable to vernacular schools. *Vide* General Table III.

28. Of English Schools for Indian boys there are seven more high schools, owing to the conversion of middle schools to this standard; this has been going on chiefly in unaided institutions. The reason of it is that the people do not much appreciate an education up to the middle stage which does not culminate in a public examination with its coveted certificate. More boys are therefore sent on to the higher stage; the numbers in high schools have accordingly increased by nearly 600, the middle schools showing a similar decline. The process has gone even further than the figures indicate, for several other middle schools have already opened high sections, which are not yet officially recognised and therefore not included in the returns. Secondary English Schools.

There has been no considerable change in the total expenditure on English secondary schools, the increase in those managed by Government, and in aided and Native State schools, being balanced by a decrease in District or Municipal Board Schools and in unaided schools. Local funds have devoted some Rs. 13,000 more to these schools, and private sources have been spared nearly this expenditure. The cost of English education in schools under Government management is about Rs. 53-6-0 for each boy, the average fee is under Rs. 22; in aided schools the average fee is Rs. 16-12-0. Thus the rules which require aided schools to charge a fee of at least three-fourths of those in State schools appear to be well observed.

The decline in the number of candidates at the Entrance Examination still goes on, and is only partially compensated for by the continued increase at the School Final. Boys still manage to evade the ordeal of the Allahabad University by submitting themselves to what they regard as the easier examination of another university; but steps have been taken to check a tendency which sets at naught the orders of the Local Government and the standards prescribed by the University, and is thus subversive of discipline. The success of candidates at the Entrance was less satisfactory than last year; at the School Final there was an improvement.

29. Owing to the abolition this year of the English Middle Examination, there remain now only the School Final and the Entrance Examinations at which the work of secondary departments of Anglo-Vernacular Schools is tested. The number of school candidates for the School Final Examination rose from 346 to 370, and 62 per cent. passed as against 53 last year. Government schools passed 67 per cent., which is creditable, while the aided and unaided schools passed 58 and 44 per cent., respectively. None of the Government schools passed less than 50 per cent. Out of the 16 Government Schools, Aligarh, Farrukhabad, Moradabad, Muzaffarnagar and Rae Bareli were specially successful. The best result was obtained by Muzaffarnagar which sent up nine candidates and passed them all, four being placed in the first division. Among aided schools, the following specially distinguished themselves: — Aligarh Muhammadan Anglo-Oriental Collegiate School, Benares L.M. School, Lucknow Jubilee High School, Ghazipur Victoria School, and Gorakhpur Jubilee School; the last named passed ten of its candidates in the first division, a very creditable result. The Meerut C. M. High School passed none out of its seven candidates.

At the Entrance Examination the number of candidates who appeared from the schools in these provinces was 876 as against 925 last

year. The percentage of passes was 57 as against 58 last year. English as usual accounted for the largest number of failures.

Government schools passed 61 per cent. or nearly $\frac{3}{5}$ths of their candidates, aided and unaided schools rather more than half. 16 girls appeared of whom 14 passed—5 being placed in the first division.

Out of the 34 Government schools, 13 passed 75 per cent. or more. Almora distinguished itself by passing all its seven candidates, two being placed in the first division. On the other hand, Bareilly and Moradabad, two of the largest and most important schools, did poorly, passing less than 30 per cent. of their candidates. Eight aided schools passed 75 per cent. or more of their candidates; but the numbers sent up from these schools were in all cases not numerous enough to justify special commendation.

The following three schools on the other hand, Lucknow Church Mission High School, Azamgarh National High School, and Gházipur German Mission High School, did badly.

Among the unaided schools, the Central Hindu Collegiate School deserves mention for having passed all of its six candidates, two being placed in the first division. The number sent up is, however, rather small for so large a school.

The Unaided Islamia High School, Etáwah, occupies the unenviable position at the bottom of the list, being the only school which passed no candidates at all in this examination.

The effect of the abolition of the English Middle Examination in driving some boys into vernacular schools, and in turning English middle schools into either high schools or Vernacular schools, has already been noted. The measure was not a popular one. As an illustration of the general interest taken in such matters it may be mentioned that, on the occasion of a recent visit of His Honour the Lieutenant-Governor to Agra, a police constable was asked what the talk of the city was about, and the only topic of conversation that he could mention was "the restoration of the English Middle Examination," about which some rumours seem to have been current. But an English education stopping short at that stage was of no practical value, and measures which tend to make boys either confine themselves to their own vernacular or carry on their English to a higher stage are beneficial.

30. *High School Scholarship Examination.*—This was the first year of the examination under report; the examination having, on the abolition of the Middle English Examination, been instituted with a view to the equitable allotment of scholarships in the ninth and tenth classes of High Schools. No school is obliged to send up candidates; as a matter of fact no candidates were sent up from a few Government Schools or from a considerable number of aided and private schools.

The number of candidates appearing from the schools of the United Provinces was 359, the Native States of Jaipur and Udaipur together sent up 39 candidates. The results did not show generally a high standard of attainment, particularly in English.

The 50 most successful candidates have been allotted Government scholarships of Rs. 5. Of these 50 scholarships twenty-three go to candidates from Government Schools, the remainder to aided or private schools. Forty-three further candidates will draw local scholarships of Rs. 4 given by the District Boards; and 10 more candidates will hold private scholarships. The total number of private scholarships established for this purpose is 22; but, viewing the result of the examination, and examining the claims of the individual candidates, not more than 10 were considered deserving of such scholarships.

The Government Schools which did best in the examination were Farrukhabad, Sítapur and Sháhjahánpur.

Vide General Table IV.

31. The expenditure on scholarships in secondary schools fell from Rs. 65,660 to Rs. 43,686. Provincial revenues spent Rs. 531 more upon them than in the previous year, and Municipal funds Rs. 585 less. But the great difference occurred in scholarship charges paid out of fees and

from the income available for the general purposes of the schools. It was found that the fee rules were practically evaded in many aided schools by a large system of so-called scholarships which were nothing more than fee-remissions, in whole or in part met from the general income of the school. Orders were accordingly issued to the effect that grants-in-aid would be liable to reduction to the extent of such fee-remissions not authorized in the rules. The reduction in the outlay on 'scholarships' from these sources amounts to Rs. 21,798, and this for only the part of the year since the date of the orders. The objectionable custom was therefore very widespread.

The scholarship returns are not supplied separately for Vernacular and English Schools, but it may be taken that the expenditure is mainly in the latter.

There is a society in Benares known as the Central Khattri Education Committee which deserves a passing notice. Its object is to raise the status of the community by assisting poor, but deserving Khattri and Saraswat students to prosecute their studies in English schools. Last year a sum of Rs. 524 was distributed in this way.

32. The question of the recognition of secondary schools is one that practically affects English Schools in the main, and it has been the subject of consideration on the part of the Local Government, the Department, and the University. Rules have been framed with the object of with-holding the privilege of recognition from institutions with inferior teachers and inadequate appliances, and of uncertain stability; but they have not yet been finally sanctioned.

33. A beginning was made during the year towards a new departure in providing instruction in subjects specifically useful in a commercial career. Rules for giving grants-in-aid for the teaching of type-writing and short-hand have been under discussion, and a grant was made for this purpose. By these means the way was prepared for further advances since made.

34. With regard to the relations of the State towards private enterprise it has been recognized that the institutions maintained by the State should be generally limited to models maintained at a high standard of efficiency. In most districts there is one Government Secondary English School, though by no means in all. There has not invariably been such a high standard of efficiency in these institutions as could be wished, owing to the fact that this could not easily be attained without diverting funds from primary education. There have, therefore, been underpaid, inefficient and even dissatisfied teachers in schools, whose influence on the rising generation has been anything but ideal. Some improvement is to be recorded here. Owing to the removal of English from the primary curriculum, a re-organisation of the staff has been possible, whereby the primary English teachers have been replaced by more efficient vernacular teachers who were available on lower pay; and the savings have been used to raise the pay of secondary English teachers, for whom Rs. 20 per mensem has been fixed as a minimum. This has not removed all discontent among this class. They sometimes ask why men in the same position in other provinces should have pensions, and they not.

Another reason why schools fall short of a high standard of efficiency is the dearth of trained teachers. During the year, in order to mend this state of things, measures were adopted to increase the outturn of the Training College; but these will only bear fruit in the following year. As an illustration of things as they are, the Inspector of the 1st Circle reports that he has under him only four trained men—, two seniors, *i.e.*, graduates, and two juniors, which is not much among 36 English schools. With the exception of St. John's Collegiate School Agra, where there is one trained teacher, aided schools in this circle have not been able to retain the services of a single certificated teacher. There are likewise the imperfect attainments of English teachers, few of whom pronounce English correctly. Mr. G. N. Chakravarti, Inspector

of the Oudh Circle, remarks that in almost all schools there is generally at least one teacher whose pronunciation is above the average; and he proposes to try the experiment of getting such teachers to take the class in which the study of English is commenced, in the hope that the laying of a good foundation may improve the knowledge of the language higher up.

35. It is felt by the managers of many aided schools that the aid they receive under the rules is very meagre, and they have been much pinched by the withdrawal of the aid formerly given to primary classes for teaching English. In State Schools, as already stated, the savings in the primary department, due to the exclusion of English from the curriculum, were made available for the secondary department; in aided schools they were lost to the institutions concerned.

36. *Secondary Vernacular Schools for boys.*—The increase of 9 in the number of these schools and of 636 scholars shows a right tendency, which in Agra and some other districts is very pronounced.

The expenditure of local funds on these schools is stationary; that of municipal funds, which is only one-twentieth part of the first named, is progressive. The fee-income has increased in proportion to the larger enrolment. The total expenditure is Rs. 1,05,526; the average, Rs. 12 for each scholar; the average fee is slightly over four annas a month in district and municipal schools.

Vide General Table IV.

Vernacular Middle Examination.—This will in future be known as the Vernacular Final Examination, coming as it does at the end of the secondary vernacular course. Since boys at this stage only come up to the standard reached in the middle Section of English schools, it has hitherto been denominated a "middle" department of education. The new name, however, better expresses the place held by the examination, and is preferable in that all public examinations before the termination of the school course have been abolished, and the name "Vernacular Middle Examination" would therefore be puzzling and misleading.

The number of candidates rose from 3,591 to 4,056, but the number of passes fell from 2,529 to 2,148 or from the United Provinces from 2,448 to 2,090. Five girls appeared from the newly established Lucknow Girls' Normal School, of whom 3 were successful.

The Registrar sees no reason to regret the smaller measure of success among the candidates; on the contrary he regards it as a proof that the examination standard is well maintained and that the marking of answer books is done with conscientious care. Still, if the standard exacted is reasonable, more than 53 per cent. of the candidates should be able to reach it. There must inevitably be some schools and scholars whose work is slack, and thus there is no lack of boys who are not qualified to stand the final test of a thorough examination. But ordinary steady work on the part of boys of average ability should be enough to secure them the certificate of passing this final examination.

Of the 40 scholarships given on the results of this examination to enable the most promising pupils to go on to an English school and prepare for the Entrance Examination of the University, no less than four were won by boys from the Chail Town School in the Allahabad district, and the same number by the Deoband School in the Saháranpur district, and three by the Koil School, Aligarh, and by the Gházipur Town School. It has been found that boys who come well to the front in vernacular secondary schools before beginning English make rapid progress in their studies when at length they begin that language. Special classes are opened for these scholars in several high schools, so that their needs, which are different from those of boys who have begun English at an earlier stage of their school course, may be adequately provided for.

It has been suggested that the Vernacular Final Examination like the Anglo-Vernacular Middle Examination should be discontinued, and that certificates signed by Assistant Inspectors should be given on the results of a student's work in the Middle Section, as judged by

inspection, by the teacher's record, and by an internal examination at the end of the course. The Circle Inspectors are unanimously of opinion that the examination should be retained. Public vernacular education in this country has still a good deal of headway to make up before it can be considered to be abreast of European standards; and the people of these Provinces, at any rate, are only just beginning to appreciate its benefits. If therefore a change is generally and suddenly introduced which does not commend itself to the public, and the benefits arising from which are too remote for the people to be able to perceive, it is almost certain that it will be regarded with suspicion and dislike. In the backward state of these Provinces the importance of encouraging parents to send their children to school outweighs all other considerations. What they like to have is something to show for it, such as a certificate at a public examination of recognised value.

School Buildings.

37. *English Schools.*—Nearly all State English Schools are located in substantial buildings, but additions are required in many and alterations are desirable in some. Science and drawing classes have in some places been opened before making the requisite addition to the class room accommodation, in others the attendance has outgrown the accommodation. Things are then as a rule left in this way year after year, many District Board Chairmen being averse to spending their meagre educational funds in any way on English education, when they are so much needed for primary schools. This is not the only case, nor is India the only country, where notices of the Educational Department as regards buildings, enlargements and improvements are hung up owing to alleged want of funds. The schools that most stand in need of additional or new buildings are Farrukhabad, Bánda, Mainpuri, Rae Bareli, Bara Banki, Ballia (where the present school house is anything but suitable), and Bijnor. Extra rooms are soon to be provided at Sítapur, Saháranpur and Bulandshahr. Two or three lakhs, at least, of rupees are required for these schools, and the Boards cannot find it.

Vernacular Schools.—In the first circle there are vernacular secondary Board Schools held in private houses, but during the year three or four school buildings have been constructed, under construction, or planned. In the second circle (Oudh) some of the buildings need extension, and that at Fyzabad is situated in an entirely unsuitable building. In the third circle these schools are very much overcrowded; the school at Pukhrayan, in particular, about which suggestions have frequently been made to the District Board without any effect. The accommodation in the Cawnpore town school has been doubled, but is still too small, and some arrangement should be made to relieve the pressure on the space provided. In the fourth circle, town schools at important centres like Saháranpur, Sháhjahánpur and Meerut are located in rented houses and have no play grounds:—the schools at many other places sadly need extension; the Pilibhít school is held in the upper storey of a gate in the market, which is overcrowded but cannot be enlarged; and no playground is provided. In Garhwál, two new secondary schools had nothing but sheds that leaked badly in the rains to work in and live in, and the location of one appears to have been badly chosen. In Almora two new schools have received better treatment, but there is still overcrowding. A complete list of town schools which greatly need new or larger buildings would be a long one. Several lakhs of rupees are wanted to make these schools what they should be, and the Boards cannot find the money.

Boarding Houses.

38. *English Schools.*—The District School boarding houses in the first circle are kept clean, and the boys have the advantage of healthy surroundings; at Etáwah, an extension is needed, but the Board cannot include this in their budget, as they have no money to spare. In the

second circle the boarding accommodation at Rae Bareli, Bara Banki and Sítapur calls for expansion; at Hardoi it is provided in a *katcha* building in the town far away from the school. The abolition of English Middle Schools will increase the demand for boarding accommodation in High Schools. Aided and other recognised schools seldom have boarding houses. The Inspector in Oudh is endeavouring to start messes at schools for the benefit of boys who are not residing in boarding houses and are not under the care of guardians; hostels might perhaps be opened for them in hired houses near the school, each resident contributing his share of the expenses. In the third circle the boarding house at Mirzapur is most unsatisfactory, that at Cawnpore is also inadequate. In the fourth circle the building at Muzaffarnagar is in the first place a stable and yard for carts, and any space that can be spared after meeting this requirement is rented for the accommodation of high school scholars. In institutions like these it were vain to look for any serious attempt on the part of underpaid superintendents to impress high "moral and intellectual characteristics on those committed to their charge." The Moradabad house is too small. In the fifth circle there is a new and excellent boarding house at Almora, though not yet carried much beyond a half of the complete design. There are many places in the province where the boarding houses cannot be locked up, and where there is, therefore, little if any control of the boarders at night. The importance of good accommodation for boarders in High Schools is beyond question, for young lads flock to them in large numbers from homes at a distance. But the country is too poor to make proper provision for it; and the parents of the boys cannot pay for it themselves, but must rely on some form of public or private charity to supply the need. A couple of lakhs might well be utilised in improving and extending the accommodation for boarders in English Schools, without going beyond cases of urgent need.

Vernacular Schools.—One of the Assistant Inspectors characterises the condition of the boarding houses generally as deplorable, with certain exceptions. The merest shed, dirty, villainously provided with conveniences, and little more than an apology for a shelter from sun, rain and cold, is regarded as doing well enough to house those who are receiving the highest vernacular education the country affords. The second circle reports hardly any improvement during the year beyond the construction of a new house at Kursi in the Bara Banki district. Several houses have been provided in the Meerut Division, but more than one-third of the schools are still without them; in Rohilkhand more than one-half; those that there are, are often in miserable hired buildings. It is a matter of course that the District Boards are as a rule so pressed for funds that, unless a special grant is made by Government, no appreciable improvement in this respect is possible. Now that there is an upward tendency in the enrolment in Secondary Vernacular Schools, it is to be regretted that it should be checked, as it certainly must be, by the general inadequacy of the boarding accommodation to be found in connexion with them.

Conduct of scholars.

39. The conduct of scholars has been generally good, and very few complaints have come to my knowledge. There have some cases of cribbing at examinations or similar attempts at fraud, and one or two instances of insubordination, and that is all. The record is therefore fairly clean.

CHAPTER VI.

PRIMARY EDUCATION.

40. The total enrolment of scholars reading in Primary Schools has increased by 48,461, a rate of increase which is phenomenal and directly traceable to the considerable increase in expenditure on this class of schools. The figures in the Upper Primary stage are practically stationary, but in the Lower Primary stage the number of boys has increased by 17 per cent.

An examination of General Table V shows that schools for boys maintained from local funds have increased at a very rapid rate, there being 874 more than last year; that aided schools have increased about one-third as fast as Board schools; and that unaided schools have decreased slightly in number.

The percentage of the male population of 'school-going age' attending primary classes is now 10. The percentage calculated on those of an age to attend primary schools must obviously be much higher. Of boys attending public primary and secondary schools 94 per cent. are in primary classes.

The most noteworthy figures under the head Expenditure on Primary schools are those for boys' schools managed by District Boards. An increase of nearly a lakh of rupees from local funds has been made and fees have brought in Rs. 12,000 more than last year. This substantial increase is mainly the result of the allotment made for primary education from the special grant of five lakhs; for the increase in fees is the result of increased attendance due to the opening of more schools with money from this source. The expenditure on primary education for the year amounts to 61·2 per cent. of the direct expenditure on primary and secondary public schools.

The few figures given above are significant as showing the effect of a more generous expenditure, and affording clear indication that the backward state of these Provinces is not so much due to an indifference on the part of the people to education as to an absence of facilities for obtaining it. It has nowhere been complained that scholars could not readily be found for the new schools, but on the contrary the general cry from the districts has been, and still is, for more money to enable the Boards to open more new schools.

The allotments for primary education out of the five lakhs were distributed among the districts with instructions as to the way in which they were to be expended, and it is a pleasure to be able to record that in nearly every district good use was made of the money. A study of the reports on education, sent in by the Chairmen, shows that the Boards set to work at once with commendable zeal through their inspecting agency to carry out the orders given them, and with scarcely an exception effected a considerable improvement in the state of primary instruction. The tendency to treat grants-in-aid as charitable doles is now rare and money is no longer cast upon the waters in the hope that some of it will after many days be found not to have been wasted. No doubt, the new rules alluded to in Chapter I for giving grants-in-aid to primary schools have had a good deal to do with the more careful distribution of aid, but there is also a better appreciation of the part to be played in the general scheme of education by aided primary schools. To quote the words used about them by the Chairman of Bahraich: "Aided schools are most valuable as a cheap way of testing where schools are really needed." If they succeed they can in time be provided with a building and converted into Board schools; if they fail after fair trial the aid should be withdrawn and utilized experimentally elsewhere. Generally throughout the province the course followed was to convert flourishing aided schools into Board schools, and to open new aided schools in their place.

A comparison of Provincial Table B for this year and for last will show how general has been the progress throughout the Provinces in primary education. The districts where it has been most marked are Agra, Farrukhabad, Benares, Basti, Azamgarh, Almora, Kheri,

Gonda and Bahraich. In each of these the increase of scholars exceeds 1,500 and in Basti nearly reaches 4,000.

It would be pleasant to be able to call attention to an increased interest in education taken by unofficial members of District Boards, but unfortunately any indication of it is rare. The constant stimulus of the Chairman has to be applied to get them to visit schools, and whenever it is wanting indifference quickly supervenes. In districts in which one year it is proudly recorded that the frequent visits of non-official members are evidence of an awakened interest in education, in the next the Chairman may have to lament their paucity. Still there are exceptions, and here and there individual members show a genuine interest and do useful work. One of the ways in which the visits of local members could be turned to good account might very well be impressed upon them. If they would find time occasionally to pay surprise visits, particularly to aided schools in their neighbourhood, they would be better able to check unauthorized absence on the part of teachers than inspecting officers, whose every movement is closely watched and whose coming is heralded from village to village on their route.

41. In Basti the Chairman notes that the zamíndárs rendered yeoman service by undertaking the contracts for construction and repairs to buildings, with the result that the work was carried out expeditiously and well and at half the usual cost. Such help as this is most valuable, and for the money required for building 20 school houses in other districts Basti obtained 46. In the same district Bhaiya Prasad Singh of Rudhauli constructed, entirely at his own expense, a handsome building at Bargadeva. Throughout the Province more than a thousand new shools have been built out of the allotment from the five lakh grant, and many old buildings have been put in order. In Jhánsi the whole of the grant of Rs. 2,000 for buildings and repairs is said to have been utilized; but it seems that a good deal of the ordinary sum for repairs lapsed. The Rs. 800 allotted to the Lalitpur Sub-Division was not spent, as the Sub-Deputy Inspector was not informed of the grant. From Budaun, I am informed "it was unfortunate that the extra grant was not fully utilized. The District Board was unprepared for such a windfall and no projects were ready." To provide adequate accommodation for existing schools is the first consideration, and not until this has been done can the suggestion of rendering village school buildings more attractive be entertained. The cost of such an enterprise is at present out of the question. Wretched buildings in squalid surroundings are usually to be met with only in the case of those schools which have the misfortune to be held in rented tenements. Wherever possible, buildings have been erected during the year for such schools, but there are still at the close of the year very many in most districts that for lack of funds must remain in undesirable quarters for some time to come. Primary schools maintained and aided by municipalities are usually held in buildings or parts of buildings which can only be described as extremely wretched; their single recommendation being that they are conveniently situated. The difficulty of obtaining suitable sites is generally insurmountable or the expense is prohibitive; but more care might be taken by municipalities to see that the scholars of their primary schools are not herded together with a total disregard of sanitary requirements. While sympathising with those who would like to see something done to make primary schools more comfortable and more pleasing to the eye, I am not able to go with them so far as to believe that villagers do not send their children to school because their feelings are revolted by the ugliness of the school building and the unattractiveness of its surroundings. Such æsthetic considerations do not, I am convinced, weigh with them at all. A plain airy building in an open spot is all that is required.

It may be thought that accommodation offered in the verandah of a zamíndár's house, in a village chaupal, or in rented quarters, is sufficient for the purpose. In some cases this may be so. But apart from the insufficiency and unsuitability of place and surroundings which have

frequently to be borne, complaints are general that constant interruptions make it impossible to carry on school work efficiently. The owner of a house is naturally not going to restrict his own movements because there is by his favour a school in one corner of his premises. He and his friends come and talk as they please; he regards the school master as his servant and calls him away from his classes on any private business of his own; on the occasion of family rejoicings he may have nautch girls in, and songs not fitted for the ears of school children are chanted in their presence. The same thing happens at the village chaupal. Then again, in most villages, there are two rival factions, and boys will not go to school in the house of a man of the opposite party. Such a school thus serves only half a village, and two become necessary, whether Board schools or aided. A Government building is regarded as a place where all parties have equal rights, and is therefore far more useful on this account, besides being better adapted for a school; and the construction of suitable school houses is a boon which the general public thoroughly appreciate. This and the institution of new schools are everywhere asked for. So great, however, is the number of buildings required for primary schools that the districts can do very little indeed towards supplying the want, though some of them are able to find money occasionally for this object. It must not be overlooked that this need, so generally insisted upon by the Chairmen of District Boards, is not the only urgent requirement they have to attempt to meet. As the Chairman of Farrukhabad says: "The Board is naturally unable to spend very much on housing its schools, all its resources being required for current expenses and for opening new schools." Much has been done during the year, but much more might be done if more funds were available. Two lakhs of rupees a year for some years could well be absorbed in complying with the wishes of the Government of India, and of the people of the districts, in this respect alone. Then there is the question of school furniture, for which a grant of Rs. 50,000 was made to the local Boards during the year. This was much needed and well employed as far as it went. The truth regarding this point was well expressed by the Hon'ble Babu Sri Ram in a speech before the Legislative Council, when he remarked:—"Touching village schools there is one matter which deserves consideration. The buildings in which these schools are generally located are not healthy and not well situated. Their furniture is often of the poorest kind. An expenditure of a small sum for improving the school houses and their furniture will make these institutions more attractive and popular, and will enlarge their sphere of usefulness." But the sum total would scarcely be small.

42. A good deal has been done this year towards raising the scale of pay of village school teachers. It is recognized that the minimum salary for a teacher should be Rs. 8, and in future District Boards will create no new appointments on less. There are now no head teachers or teachers in independent charge drawing less than that amount, and the District Boards are doing their best with the funds at their disposal to raise the pay of assistant masters to the minimum. Some of the money allotted from the special five lakh grant has been spent on this necessary reform, and the end will be kept constantly in view in future years as well. A few years ago the salary of an assistant teacher in most districts ranged from Rs. 3 to Rs. 5; now, in Almora alone are men to be found getting no more than Rs. 4. It is recognized that to pay the village school master at the same rate as the constable and less than the pound keeper next door is to encourage the belief that education is of no value and the teacher's profession a despicable one.

Additional teachers for schools which are understaffed are urgently needed. The Collector of Muttra remarks that if there were more teachers in schools there would often be more scholars. From 12 districts urgent appeals have been received for funds for supplying extra teachers. Garhwál alone, which is usually, but unfairly, regarded

as a backward district, needs 39 more teachers to meet its demands. For the present, however, no funds are forthcoming.

43. As regards the standards of instruction for rural schools, about which it is desired special reference should annually be made, it is only necessary to observe that at present no distinction is made between urban and rural schools in this respect; though when the new Science Readers, now under preparation, are ready, the subjects of instruction will not be precisely the same. But this is a matter which will be dealt with next year. It may, however, be here remarked that it is a tradition in these provinces to regard the primary and vernacular foundation of an English education as a matter of no importance. While, then, boys before beginning English are required to pass first through primary vernacular classes, the teachers engaged to teach them are, as a rule, much inferior to those employed in village schools; and hence we hear so much about boys in English schools not being able to master the ordinary primary course prescribed for young rustics in rural schools. Both classes of schools are maintained by the districts, and yet Chairmen of District Boards generally decline absolutely to spare a certificated teacher for what is in a way the most important of all primary education, being the foundation upon which so much is to be afterwards built. It is this incapacity of the teachers employed that explains the backwardness of primary education in English schools; and an obvious remedy would be to improve the teaching.

44. The time-honoured practice of holding annual centre examinations for which the pupils of three or four schools were gathered together, when sports were also held, and the interest of the neighbourhood excited, has been discontinued this year. Such centre examinations were supplementary to inspections *in situ* held by the district inspecting staff. They were considered necessary in order that the Assistant Inspector might, in passing from district to district, see as many of the village schools as possible and check the work of the district inspectors. This has now been all changed. Centre examinations have now been almost everywhere discontinued, and the Assistant Inspector's inspection has to be *in situ*. He cannot therefore see anything like so many schools; and a large measure of the responsibility is necessarily transferred from him to the district staff. To meet these new conditions a higher qualified stamp of man is required to fill the posts of Deputy and Sub-Deputy Inspector; and in order to attract better men the pay of the appointments has been raised, and graduates and trained teachers are found in sufficient numbers ready to accept them. More inspectors have also had to be sanctioned to carry on the increased work satisfactorily. The change is thus somewhat costly, and it could not have been carried out without the special assistance rendered possible by the Government of India's grant of five lakhs. The Chairman of Budaun does not think that the people quite like the change, and others are of the same mind, which appears to be shared by inspecting officers and teachers. One of the Inspectors hazards the opinion that in a few years we shall revert to the old plan of collecting all the classes, except the lowest, of different schools for examination and sports at fixed centres; and expresses the opinion that no inspection we know of can with any advantage be substituted for the simultaneous examination and comparison of schools. I think it, however, unlikely that we shall abandon the new system to which we have committed ourselves at considerable cost.

CHAPTER VII.

TRAINING SCHOOLS FOR TEACHERS.

(1) TRAINING INSTITUTIONS FOR TEACHERS IN EUROPEAN SCHOOLS.

For Mistresses.

45. The work in the Training Class in connexion with the All Saints' High School, Naini Tal, was carried on efficiently as usual by Miss Rait. The class of 7 students was by no means a brilliant class, but careful and painstaking work gave very fair results by the end of the year. One of the students obtained a 1st grade certificate, 2 of them 2nd grade certificates, and the other four 3rd grade certificates.

The Normal and Kindergarten Training Department connected with the Isabella Thoburn College, Lucknow, has been recognized by the department, and their students are to be allowed to take up the same examination as the students in the All Saints' Training Class, Naini Tal, and to receive Government certificates, if qualified. The proposal to recognize the certificates of the normal class as qualifying for teacherships in European schools is still under consideration.

(2) TRAINING INSTITUTIONS FOR MASTERS FOR NATIVE SCHOOLS.

(a) Secondary and Primary School Teachers, English.

46. *The Training College, Allahabad.*—The number on the rolls of the College at the close of the year was 28, or 4 more than in the previous year. The expenditure for the year has also risen from Rs. 15,881 to Rs. 19,463. *Vide* General Tables III and IV.

The results of the examination for certificates reveal defects which call for the earnest attention of the Principal. The special work of the Training College is instruction in the principles combined with practice in the art of teaching. With this part of the course I have no fault to find. The instruction and the supervision of the practical work are thorough, and so conducted as to interest the students and waken their enthusiasm. But it is extremely necessary that those who are employed in our schools should not only know about the principles of teaching and be familiar with the best methods and skilled to use them, but also be themselves men possessing some moderate degree of scholarship in the subjects they essay to teach. The pass lists contain the names of ten University graduates, including two masters of Arts, and of six undergraduates, but the general inability to spell ordinary English words is much to be regretted on the part of school masters with the highest available qualifications. We cannot refuse to employ these students for we have no better men to call in. But we must look to the Training College to remedy this defect in future. Even of the successful students the majority failed to satisfy the Examiners in their own vernaculars (Urdu and Hindi), and their certificates will accordingly not be made permanent until they have made up the deficiency. This general failure in subjects that educated men ought to find the easiest of all is but an illustration of the neglect of their mother-tongue which is only too usual among those who receive an English education in the United Provinces. This also is a matter that has not received the attention it deserves at the Training College. In England a good student of other languages writes better English than one whose education has been limited to his own language; and there can be no good reason why the study of English should not be so guided as to give to the Indian student a greater mastery of his mother-tongue, rather than to make him more and more unfamiliar with its use.

(b) For Secondary and Primary School Teachers—Vernacular.

Normal Schools for Male Teachers.

47. The number of Government Normal Schools remains the same as last year. Expenditure, however, has risen by nearly Rs. 5,000. This is mainly owing to the raising of the stipends from Rs. 6 to Rs. 7, money for which purpose was found from the special grant of five lakhs. Two hundred and four candidates went up for the last examination, of whom 178 passed. The success of the Agra Normal School deserves special notice;

out of 43 students sent up, 41 passed in the 1st division, a result which reflects great credit on the staff. Eighteen candidates have this year been examined in the special subject of practical agriculture. Under the orders of Government instruction in this subject was in 1901 arranged for at the Moradabad Normal School, and a special instructor who had received his training at the Agricultural School, Cawnpore, was appointed.

In the Lucknow Normal School trouble has again occurred. A change of Head Masters led within a fortnight to a serious outbreak of insubordination among the pupil teachers. There is only too good reason for believing that it was fomented by some of the teachers. The students having once broken out soon worked themselves up into such a state of excitement that a regular rebellion against authority occurred. There was no other course left but to close the school and expel the students in a body, and this was accordingly done. The school was later on re-opened under a new Head Master and a practically new staff, and as an act of grace all the pupil teachers, with the exception of four ringleaders, were allowed to return; since then matters are working smoothly and the students are reported to be unusually diligent and obedient. It should not be forgotten that the students are drawn from a class to which discipline is practically unknown; and in excuse for their conduct it may be urged that they were ill-advised by those who should have helped to control them, and somewhat injudiciously treated by the Head Master.

(3) TRAINING INSTITUTIONS FOR MISTRESSES FOR NATIVE SCHOOLS.

Normal Schools for Women.

48. The necessity for a training school for female teachers in Vernacular Girls' Schools has long been recognized, but the prospect of obtaining pupil teachers has, for various reasons connected with the social customs of the people, appeared so unpromising that it has not hitherto been considered worth while to make the attempt. But the special grant of five lakhs for education by the Government of India has this year justified an experiment in this direction, and accordingly a normal school has been opened at Lucknow. The existing Municipal Middle Vernacular School for girls was taken over by the Department as a practising school, and a normal school class formed in the month of August. At the start 14 pupil teachers were obtained, and on the 31st of March the number had risen to 23. A house in close proximity to the school was rented as a boarding-house and five boarders were admitted. It would have been quite possible to get a larger number of boarders had there been more accommodation. Since the close of the year, however, the boarders have moved into a large house in the Civil lines, where there is ample accommodation. The members of the teaching staff live on the premises, and thus proper supervision is insured. A project for building a suitable school house with a boarding-house attached in a healthy and easily accessible locality is under consideration; but meanwhile the temporary arrangements made will be continued till the success of the experiment is assured.

Vide General Table IV.

The expenditure on the institution last year was Rs. 2,894. Three out of five girls sent up for the Final Vernacular Examination passed. A good beginning has been made and the outlook is not without promise, but it is too soon yet to pronounce definitely on the enterprise. Miss D'Abreu, the Inspectress, has been untiring in her efforts to get girls from other districts for the boarding-house, and has rendered valuable assistance in organising and starting the school.

Sigra Female Normal School, Benares.—This institution is also doing good work but finds it difficult to get a sufficient number of girls to complete the course. For want of stipends, it is complained, many students are unable to afford to go through the course. The number on the rolls was this year 20 as against 21 last year. No pupil teacher was presented for examination this year. A trained certificated teacher, sent out specially from England by the Mission, has been added to the staff of the school.

CHAPTER VIII.

TECHNICAL EDUCATION.

SECTION A.—*Industrial School, Lucknow.*

49. The important changes made in the character of the school during the year 1901-1902 fell under four distinct heads, which were : (1) the abolition of literary education in the main school ; (2) the opening of a Bazár Workshop in partial imitation of the Casanova Boy Artisan School at Naples ; (3) the starting of a night school in connexion with the main school ; and (4) the forming of special classes for training boys for admission into the Mechanical Apprentice Class at the Thomason College, Roorkee. It will be convenient to report the actual result of the year's work under each of the above heads separately.

1. *Main School.*—The result of the elimination of literary education has been practically to empty the school of pupils. On the 31st March last the total number of boys on the rolls was 18, against 59 on the same date in the previous year, and 155 in 1901.

Out of 18 pupils only 2 were the sons of artizans, 6 were sons of clerks, 2 of mahájans, 2 of traders, 1 of an Engine-driver, one mason, one medical practitioner, one pensioner's son, and 2 sons of household servants.

No students were learning clay-modelling, glass-blowing or dyeing. The last two shops were, therefore, closed on the 1st July 1902, and the shutting down of the remaining one, clay-modelling, has been ordered.

2. *Bazár Workshop.*—This work was commenced in a separate building specially hired for the purpose in the Nazirabad Bazár. Three trades were opened, calico-printing, (including block-making), copper work and tarkashi, with an average attendance of under 5 in the first and of only one in each of the others.

3. *Night School.*—This department met with no better success. The night school failed from the very beginning to attract any class of boys, and the futility of spending money over a school of this kind was proved by the fact that there was not a single boy in attendance in March last.

4. *Roorkee Preparatory Classes.*—Four boys, as compared with three in the previous year, were sent to join the Mechanical Apprentice Class at Roorkee in November last. One boy was sent up to the Art Handiwork Class. Not a single application to join this class (Roorkee Preparatory) was received during the whole year from any student having the necessary qualifications. No doubt the reason for this is that boys are admitted to the mechanical apprentice classes on the recommendation of Head Masters of Anglo-Vernacular Schools, without the extra training for three years in the Industrial School.

It will be seen from the above remarks that the result of the recent experiments has been disastrous in every department. In so far as the numbers attending a school are in any measure a test of its success, it is abundantly clear that the Industrial School in its altered character and with its experimental off-shoots could hardly have proved a worse failure. Anyhow, the absence of boys seeking to profit by the instruction offered proves beyond doubt the fact that a school of the nature contemplated under the scheme, which altered the whole character of the institution, is not required in Lucknow. The Committee of Management, in a meeting held in February last, recognized this fact and recommended to Government (1) re-introduction of general education ; (2) the closing of the Bazár Workshop ; (3) the closing of the night school ; and (4) the abolition of special classes preparing for the Roorkee Mechanical Apprentice Class. All these recommendations have been accepted by the Local Government. A scheme providing for technical education supplemented by a general education, practical and other than literary in its character, has since been introduced. Special classes for Roorkee are rendered unnecessary under this scheme.

During the year under report out of the 3 students who had obtained final certificates at the annual examination of 1902, 2 have obtained posts as Drawing Masters, one at Sultánpur and the other at Bahraich.

Expenditure.—The total expenditure under several heads of salaries, contingencies, allowances, &c., during the year under report amounted to Rs. 13,057, against Rs. 10,709 in the year before. Out of this expenditure Rs. 607 was met from fees and sales.

The incidence of cost per boy was about Rs. 220, which shows that the boys are costing more than they will ever be able to earn.

Indian Art Exhibition, Delhi.—Out of 13 clay figures sent by the school to the Delhi Art Exhibition, 10 have been sold, realizing the total amount of Rs. 172. A gold medal was awarded for excellence of workmanship. The work was that of the teacher of clay-modelling.

SECTION B.—*Medical Education.*

50. *Agra Medical School.*—The number on the roll during the year ending on 15th May 1903 was 244 as against 242 in 1901-1902. These numbers included 57 female pupils.

Out of 36 pupils recommended for admission to the Military Class on the 1st of July 1903, only 24 were taken, as the proportion of civil students had to be increased, owing to the number of civil students trained being insufficient to meet the requirements of these Provinces. For the same reason a request for the admission of Burmese students into this school could not be acceded to.

The results of the last Final Examination were satisfactory, though the military candidates obtained a lower range of marks in the Final Examination than the Civil Class.

Rupees 70,000 have been allotted by Government during the year for the construction of a student's hostel. The ground is now being cleared and levelled and materials collected on the site. The new Lady Lyall Hospital is nearly completed, and will soon be occupied by the Female Department.

SECTION C.—*Agricultural School, Cawnpore.*

51. The number of students on the rolls on 31st March 1903 was 55, as against 52 last year. It is to be regretted that only one student is reading in the zamíndári section, and that all but five of the remainder are studying agriculture merely to qualify for kanungoships.

The expenditure has decreased from Rs. 4,240 in the last year to Rs. 3,358.

The post of Principal has been held throughout the year by Mr. B. V. Patwardhan, and he has been confirmed in consequence of the appointment of the late Principal as Agricultural Adviser to the Court of Wards under the Madras Government. The final examination in April last was held by the staff of the Department. There were no failures, but the proportion of passes in the 1st division was lower than in the preceding year, and the teaching in agriculture was found far from satisfactory. The staff has been consequently changed to remedy this defect.

Till last August the students had to hire cattle from the neighbouring cultivators in order to plough their plots of ground, a plan both inconvenient and expensive. To overcome this difficulty a Cattle club, which lends bullocks to its members, has been formed. It bids fair to be a success. The Riding club has been reorganized under a thoroughly qualified riding master, and now owns five horses.

The Reading Room and Library, maintained by the students themselves, are popular institutions and are fairly well supplied with books, periodicals and newspapers. The much needed improvements to the school building and the construction of a proper laboratory still remain to be carried out.

CHAPTER IX.

FEMALE EDUCATION.

52. The number of institutions for the education of girls has risen from 612 to 658. The number of scholars from 20,821 to 21,887. The number of girls under instruction in boys' schools is now returned at 3,330. Lower Primary Schools show an expansion of 10 per cent. in enrolment. The expenditure on girls' schools is returned as Rs. 3,71,874, being an increase of Rs. 40,876 over the figures of last year. Thus the allotment of funds from the five-lakh grant has revealed a certain readiness on the part of the people to give the advantages of education to their daughters, which in some districts has been very marked. The meagre results in female education may be due in part to the causes detailed in my last two quinquennial reports; but, as I there indicated, they are in a great measure to be ascribed to the absence of adequate encouragement from the State. The want of qualified teachers is but part of the general backwardness in this branch of education.

Vide General Tables I, II, and III.

From the five-lakh grant Rs. 2,894 were given to the new normal school for women at Lucknow; Rs. 4,100 to increasing and improving the pay of Inspectresses; Rs. 33,317 to the construction of model schools for girls; Rs. 870 on other schools. In many districts the allotment for new primary schools was spent partly on girls' schools. For instance, in Benares, which is a small district, when a new aided school was opened the teachers of neighbouring schools clamoured that their attendance largely fell off; the Chairman therefore thought it proper to spend the surplus money on a more useful object, *viz.*, the opening of aided girls' schools; he thus raised the number of these schools from four to seventeen. In Etáwah four new schools were opened, in Basti, fourteen, and similar progress is recorded elsewhere. Even where there have been no new schools the Chairmen report that there are indications of a desire for them. In a number of districts boys' schools in villages have for the first time been thrown open to girls under the age of eight with good results.

In the Bara Banki district the Rani of Ramnagar has shown her interest in the advancement of female education by giving a Coronation gift of Rs. 250, the interest derived from which is to be spent on prizes in girls' schools.

53. There is one college for women, *viz.*, the Isabella Thoburn College, Lucknow. It has been placed on the grant-in-aid list during the year. One student obtained a Government scholarship at the Intermediate Examination of the Allahabad University. College classes are also maintained at some of the European schools; and it is an interesting fact that five out of the twelve scholarships given by Government at the Intermediate Examination were won by young ladies, three of whom came from Woodstock, Mussoorie, and one from the Girls' High School, Allahabad. These successes included the second and third places in the list.

There are only twenty Secondary Anglo-Vernacular Schools, being two more than last year; the number of scholars is 303 in place of 273. At the Entrance Examination sixteen girls appeared, of whom fourteen were successful, five standing in the first division. At the English Middle Examination for girls there were 67 candidates, of whom 39 passed. The Isabella Thoburn School, the Girls' High School, Dehra Dún, the London Mission School, Almora, and the Christian Girls' School, Pauri, were among the most successful; five girls appeared in the Vernacular Middle Examination and three passed. They were from the Female Normal School, Lucknow.

The number of Primary Schools for native girls has risen from 358 to 429, there being an increase of 21 Board Schools (District or Municipal) and 48 aided schools. The number of scholars is 14,807, being an increase of 1,646. The corresponding additional charge to Provincial

revenues has been Rs. 904, to Local Funds, Rs. 1,120, and to Municipal Funds Rs. 1,553.

54. During the course of the year a girls' school has been opened at Dehra Dún by the Hindu and Bengali residents of that place. It is directly managed by ladies of respectable families with strict regard to parda requirements. The promoters remark upon the general neglect of female education in India in recent times, and they express the opinion that one of the main causes which have contributed to this result is the erroneous notion, which unfortunately prevails very widely among orthodox Hindus, that such education is prohibited in the Hindu Shastras. They declare, however, that nothing is further from the truth; that on the contrary the Shastras not only enjoin the necessity of female education, but insist on the same care and attention being bestowed on the up-bringing and education of girls as of boys. In the ages when these Shastras were more closely observed there were not a few distinguished lady scholars fitted to rank with the learned men of their time. Two ladies of Dehra, Shrimati Kora Devi and Shrimati Keshavi Devi, generously offered Rs. 3,000 to start the new school; the monthly subscriptions of supporters amount to Rs. 66; and the Municipal Board of Dehra Dún contributes a special monthly grant of Rs. 50, and promises to allot a suitable plot of land for a school building, play ground and boarding-house, for which objects an effort is being made to raise at least another Rs. 15,000. There are 65 girls on the rolls, drawn from all classes of the Hindu community. The course includes religious instruction, the three R's, history and geography, elementary science, singing, cookery, needle work, sanitation and the laws of health. Bengali and English are likewise provided for as optional subjects. The movement is an interesting one, and appears to be conducted on lines likely to make female education popular.

An annual meeting of a Teachers' Association, to which all principals and teachers of girls' schools are invited, is held at the Isabella Thoburn College, Lucknow, in the month of July. Papers on subjects of interest to those engaged in teaching are read and discussed, with much benefit to those who attend. Teachers bring themselves thus into touch with others similarly occupied in different parts of the province, and feel that they are not scattered atoms in distant stations but co-ordinate units in a harmonious band, inspired with one hope and moving towards a common end, and eager to stand by one another in all difficulties by the way. Among the subjects at the last conference were the importance of thoroughness in school work, attention to defective children, school discipline, school singing, kindergarten methods, the teaching of English Grammar and of History, decimal fractions, Indian Plant life, Indian animal life, song birds of India. This useful Association has been in existence for five years, exercising an influence of high value upon the schools which come within its range of activity.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

SECTION A.—*Europeans and Eurasians.*

Vide General Table III for European Schools.

55. During the year under review two European schools were added to the list of aided schools, *viz.*, the Convent Day School at Dehra Dún, and the Railway School at Gháziabad. The St. Francis' School, Lucknow, was undertaking more work than it could do properly, but has now done away with the High School Department and will be recognized as a Middle School only. There are in all now 48 aided European schools and eleven unaided recognized schools. A night school for European and Eurasian apprentices employed in the Locomotive Workshops was opened in Lucknow, and a grant of Rs. 600 sanctioned. The number of scholars is 4,356, as against last year's 4,202.

56. The total amount expended on ordinary grants was Rs. 1,09,960 as compared with Rs. 1,09,161 of the previous year.

In addition to these ordinary grants, special grants amounting to Rs. 17,406 were made to the Boys' High School, Allahabad, and Rs. 360 to the Girls' High School, Allahabad. Both institutions are doing thoroughly good and useful work under depressing financial conditions and well deserve any help Government can give them. Building grants amounting to Rs. 6,035 were given to four other schools.

57. The annual examination was held as usual in November and December 1902. The rules and regulations for the conduct of the examinations were thoroughly revised and simplified, and the examinations were in consequence conducted more strictly and more satisfactorily. But without doubt the proper thing would be to have the examinations conducted in some public independent building, if possible, and not in any of the schools interested in the examination, and under the authority of paid supervisors. Until this is done, dissatisfaction will be felt and often expressed by some of the public.

58. Special efforts were made during the year to bring home to the school authorities the importance of observing the transfer rules in connexion with admitting pupils. Notice was given in a circular, dated 12th June 1902, that "a wilful transgression of the rules will render an aided school liable to suspension, reduction or withdrawal of the grant and to forfeiture of the right to send up pupils to the public examinations and the right to hold scholarships; and in the case of recognized unaided schools, to the loss of recognition and attendant privileges." At the beginning of this year the schools were once more reminded of this circular, and I have reason to believe that a more serious effort is now made to observe the rules.

59. A more important point than this, however, has been an endeavour to get the teachers to make a definite effort to qualify themselves better as teachers by entering for the proficiency certificate referred to in Chapter V, section IV of the Code. A circular was sent to the schools on 25th June 1902 stating that if the proposals made by the committee appointed by the Government of India to consider rules for the European schools were adopted, the grants-in-aid to the schools would be mainly dependent on the efficiency of the staff; and that probably no grant would be given to any school in which the staff was not qualified under the rules. As the result of this and subsequent correspondence, there are now 109 teachers in 25 schools who are definitely "under special observation" with a view to obtaining this proficiency certificate. The work has been taken up with interest by most of those who have entered, and there is very little doubt that much good will result from this systematic and intelligent study of methods and of "school management and the art of teaching."

60. A Text-Book Committee for European schools has been appointed. The committee has been at work since January 1903 and 29 sets of Readers and Text-Books have been under circulation for review and report. A list of 30 reading books, suitable for school

libraries, was also circulated, and has been approved by the committee and recommended to the schools.

SECTION B.—*Hindus and Muhammadans.*

Vide General Table IIIA.

61. The Muhammadan population has not taken its part in the educational progress of the year. As stated in Chapter II, it contributes an increase of about 1,000 scholars towards a total increment of over 40,000. The number of College students has fallen from 460 to 437, notwithstanding that many are attracted from other provinces by the fame of Aligarh. In Secondary Schools, English and Vernacular, the numbers are almost stationary. Primary schools give an increase of about 7,000 scholars, who would appear to be largely drawn from private schools where there has been a corresponding falling off of some 6,000 pupils. With regard to girls the points to notice are a similar decline in the enrolment in private schools, coupled with no increase in primary schools, and resulting in a reduction of nearly 6 per cent. in the number of Muhammadan girls under instruction in schools of all kinds.

SECTION C.—*Colvin Taluqdárs' School, Lucknow.*

62. The number of pupils on the roll at present is 40. Of these five reside in the school but attend the Canning College for the B.A. course of lectures.

Of the 40 pupils 24 are Government wards; eighteen of these are Hindus and six Muhammadans. In the Entrance Examination five were successful, one Kuar Sarnam Singh obtaining a first class. Two obtaining second class and two a third class. This is a school record.

The teaching work of the school is well provided for, there being in addition to the Principal eight native masters, three of whom are graduates.

SECTION D.—*Reformatory School, Chunar.*

63. The institution was removed from Bareilly to Chunar on 5th August 1902, the buildings of the old Fort having been adapted for its reception. The buildings can accommodate 353 boys. The cost of the adaptation of the Chunar Fort was Rs. 81,405.

In the year under report the opening number of boys was 256: 54 were admitted during the year, 83 were discharged or transferred and three died. The general health of the boys is reported to have been satisfactory. The large number of malarial cases, 188, is accounted for by the prevalence of fever at Chunar when the School was removed there in the beginning of the rainy season.

There were three escapes during the year, but the boys were soon recaptured. Owing to the large extent of the Fort ground more warders are needed than at Bareilly, and proposals for a considerable increase in their number have been made.

The boys have been classified according to the standards for primary classes up to the lower primary standard. The results were better than those for 1901.

The working of the farm and factories resulted in a profit of Rs. 973, against Rs. 933 in 1901. The trades of pottery and stone-cutting have been added to the list of those taught at the school. There is, however, room for considerable improvement in industrial training, and this matter will receive special attention during the next year.

The expenditure on each boy in the Reformatory during the year was Rs. 88 as compared with Rs. 65 in 1901; the increase was mainly due to the removal of the Reformatory to Chunar and to a general increase in the pay of the staff.

Of the 185 boys who have been discharged from the school during the last three years, it appears that information regarding only 141 could be obtained through District Magistrates and Deputy Inspectors of Schools. Of the 141 traced, the conduct of 118 is reported to be good. In future the Education Department will watch the career of boys discharged from the school, and it is hoped that fewer will be lost sight of.

CHAPTER XI.

PRIVATE INSTITUTIONS.

64. The returns for unaided private institutions have no greater pretensions to accuracy than in former years. The statistics are sometimes obtained through the teachers of Government or Aided Schools. I have before now suggested that patwáris might in some places obtain more reliable information than would be confided to teachers in rival schools, who certainly would not be given the opportunity to check the figures supplied to them.

Taking the returns for what they are worth, they show a decrease of 571 institutions and of 8,579 scholars. These results may be ascribed to (1) the transfer of schools to the grant-in-aid list; (2) the wide spread prevalence of plague throughout the United Provinces; and (3) the general instability which characterises the majority of these schools. It is, however, remarkable that the Allahabad Division appears to have witnessed an increase of 175 of these schools with about 2,100 scholars. In the fourth circle the number of schools is given as practically stationary, while the number of scholars has declined by 3,000, facts which would appear to indicate a falling off in the popularity of private schools in the Meerut and Rohilkhand Divisions. In the fifth circle (Kumaun) the number of such schools has gone down from 26 to 2 owing, it may be supposed, to the rapid extension of the better regulated and more valuable education provided in Board and Aided Schools.

There are exceptional schools like the Arabic School at Deoband, and the Sanskrit Schools at Pilibhít and Thakurdwara, where good work of a special kind not attempted in ordinary schools is undertaken with encouraging success.

The decline occurs chiefly in such elementary institutions as teach a vernacular, only or mainly; these would naturally be most affected by the opening of any considerable number of schools maintained or aided by District Boards.

It is curious to note that four Hindus are said to be reading in Quran Schools.

There were 72,674 boys and 3,025 girls in schools of various kinds dealt with in this chapter.

CHAPTER XII.

PHYSICAL AND MORAL TRAINING.

65. The Allahabad University Tournament was held at Aligarh, and it has been regarded as unusually successful. There were some 200 competitors for the ten events. The Thomason College, Roorkee, gained the first place, and the Muhammadan Anglo-Oriental College proved a good second. The two Agra Colleges, Muir College, Queen's College and Bareilly were also represented.

The tournaments for schools in the various circles were well attended. At Jhánsi a champion cup was offered by the High School teachers, and a medal by Babu Prasanna Kumar Chatterji, a leading member of the committee of that school. In Oudh there is a Birkett Challenge Shield for football; but schools who win it are unwilling to run the risk of having it actually in their keeping during the year, and it has therefore to be stored in the vaults of a Bank in Lucknow. It has been found necessary to make a rule to exclude boys over 20 years old who keep their names on the school registers merely for the sake of football; *e. g.*, a boy was found to have played for a certain school, who was over 20, but was in primary class III, the same class in which he was reading 11 years before in an adjacent school. He is said to have been working as a painter. Other boys are reported to have been playing this year under very similar circumstances, and some are said to be paid for so doing. Some difficulties are thus met with in these school tournaments.

It is generally noticed that while boys are eager to take part in a tournament, yet they do not appear to have it in them to play a losing game; they lose heart on the first indication that they are overmatched, and at once give up the struggle.

In many schools physical training is not compulsory, the honour and glory of the school being considered safe in the charge of a few picked boys. That may be so, but is no reason why the others should miss their physical training. The practice followed at the District School, Aligarh, by Mr. Cooper, the Headmaster, may be generally adopted with advantage in other places. He has all his boys assembled under the gymnastic instructor in the interval, and put through a number of simple and effective evolutions combined with extension motions. The boys like this, and benefit from it very considerably. In many other ways, also Mr. Cooper has exerted himself to secure for his boys the maximum of benefit from games, gymnastics and athletics, and I think I am right in saying that nearly every boy in his school does something.

In the first circle an itinerant bowler has been appointed to visit the English High Schools in towns. The pupils of these schools are now put through a course of both bowling and batting. Formerly, as is still the case in other circles, the bowling is left to the two or three boys who happen to begin well. The paid bowler trains the boys of each school at the nets for one month. Many district schools now have gymnastic instructors on the regular staff.

For vernacular schools districts also engage gymnastic instructors. The Chairman of Muzaffarnagar, however, confesses to having "little sympathy with the pretence of encouraging athletics in village and town schools." The Commissioner of the division does not endorse this view. When opinions so differ, the practice in the districts must show like differences.

In accordance with the recommendations of the Government of India "Desi Kasrat," the system of native gymnastics used in all primary and vernacular schools in the Central Provinces, has been prescribed as the basis of physical training in the primary classes of Anglo-vernacular and vernacular schools. As no Urdu version of the book was available, one has been prepared and is now ready for use. The introduction of the change has therefore been a little delayed. The

old system of training will give place to the new one everywhere, as soon as text books can be supplied.

66. Moral education in our schools is, as a matter of fact, more a concern of the Government than of the people. The main object of education recognized by the latter is the appointment to which it may lead; and success in obtaining a good berth under Government is decided by intellectual attainment rather than by moral superiority. This is as it must be, for any other rule would encourage priggishness and hypocrisy. But the consequence is that success in studies and examinations is the one thing needful. It is, of course, a poor view of education, and very different from that which was the motive of the revival of learning in Europe in the sixteenth century; when the founder of the first English Grammar School explained in his will that his first aim was to form the morals of the scholars, and the second was to form their minds, to give them capacity and versatility. So Cardinal Wolsey's object in founding the Ipswich Grammar School in 1525 was to give good government to it by chosen and approved teachers under whose tuition British youth might by degrees from their earliest years imbibe both morals and letters, "upon which the hopes of the republic depend."

The same ideal is still kept in mind in England, as in Germany, where we hear of schools seeking *die harmonische Ausbildung des ganzen Menschen*. In India it has, however, been too much, though not altogether, neglected. The importance of the influence of the teacher is recognized, and the life of students at the Training College is well regulated with a view to make them fit men for the charge of young boys. Generally speaking, these students do not disappoint us, but as yet they are few in number.

The influence of hostels and boarding-houses may be powerful for good, as we see in various instances in these provinces; everything depends upon the conditions under which students live in them—the surroundings, state, and equipment of the quarters, the appropriateness and efficiency of the control, and the character of the person entrusted with the management. Much attention has been given to this really important matter during the year, and the syndicate of the University has recently passed regulations for the recognition of hostels of affiliated colleges, in which it is required that the Superintendent should be a person of education and good social position, qualified to take an interest in the academic and other intellectual pursuits of the students, and also in their recreations, and so to be an influence in their lives. It is something to insist on this, because it has been too much the custom to appoint to the charge of a boarding-house a person on some trifling monthly allowance, who may manage the menial servants, but has no sort of authority over the inmates, and does not attempt to exercise any good or moral influence on them. There are excellent college hostels at Aligarh, Christ Church, Cawnpore, and the Oxford and Cambridge Hostel at Allahabad; but generally a change in attitude is still to be wished for in this respect, particularly in schools.

There are complaints of the proximity of grog-shops, and even worse places, to schools and colleges and to their boarding-houses. Such things were a pity, and pity 'tis 'tis true. I have not, however, heard that the harm that might be dreaded from the circumstance has actually resulted. But the need for greater vigilance of supervision in such cases is obvious.

CHAPTER XIII.

THE PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

67. Since the reduction in the number of members of the Text-Book Committee to 21, of whom 11 hold office in virtue of the appointments they hold in the Education Department, some difficulty is felt in making the various Sub-Committees thoroughly representative; exception has been taken to the constitution of the Hindi Sub-Committee particularly. But I am of opinion that the Text-Book Committee has discharged its duties satisfactorily on the whole, and that by the reduction in numbers the interest and sense of responsibility of members have increased. The most important piece of work got through during the year was the settlement of the vexed question regarding the language to be used in Hindi Text-Books for primary schools. It has been decided that the language should be the vernacular of the Provinces, and that words of Persian origin in common use should not be expunged and less familiar Sanskrit words substituted. Government has followed this up by a resolution declaring that all text-books for use in primary classes, whether printed in Urdu or Hindi, shall be written in the common language of every day life, and requiring that the books now in use shall be revised accordingly. This is a most important reform and it should have the effect of popularising primary education by removing one of the chief obstacles in its way, *viz.*, the difficulty and unfamiliarity of the language in which it has hitherto been conveyed.

The depôts attached to Deputy Inspectors' offices for the sale of books to vernacular schools have not proved a financial success. Wherever private enterprise has been found equal to the sale and distribution of text-books the depôts have been closed. Only in a few backward districts is it still necessary for the District Boards to make any arrangements. This is as it should be.

T. C. LEWIS, M.A.,
Director of Public Instruction,
United Provinces of Agra and Oudh.

ALLAHABAD:
The 11th September 1903.

Page

GENERAL TABLES Nos. I—VIII.

I.—Abstract of number of institutions and attendance ... 45
II.—Abstract of expenditure 46
III.—Detail of institutions and attendance ... ... 48—51
IIIA.—Number of scholars on the 31st March 1903 classified according to sex, race, or creed ... ... 52—53
IV.—Details of expenditure ... ... 54—57
V.—Classification of scholars ... ... 58—59
VI.—Results of examinations ... ... 60—63
VII.—Distribution of Local and Municipal expenditure ... 64—67
VIII—Return showing attendance and expenditure in hostels for males and females 68

GENERAL TABLES Nos. III—V, RELATING TO INSTITUTIONS FOR EUROPEANS AND EURASIANS.

III—Details of institutions and attendance 69
IV.—Details of expenditure ... ... 70—71
V.—Classification of scholars 72

APPENDICES.

Provincial Table A.—Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1903 ... ... 2A
Provincial Table B.—Giving particulars of Vernacular Primary Schools for boys for the year ending 31st March 1903 ... 3A

GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the United Provinces at the end of the official year 1902-1903.

(For details see General Table III.)

Area and population.			Institutions and Scholars.	Public Institutions.									Grand Total.	Percentage of.	
				Collegiate Education.		School Education, General.		School Education, Special.		Total of public Institutions.	Advanced.	Elementary.			
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
107,164	Towns 455 Villages 1,05,073 **Total 105,528**	Males ...24,616,942 Females 23,074,840 **Total...47,691,782**	Institutions. For Males	23	9	503	8,408	4	55	9,002	1,034	4,319	14,355	Institutions to number of towns and villages.	13·60
			Institutions. For Females.	6	...	41	460	3	1	511	...	147	658		·62
			Total ...	**29**	**9**	**544**	**8,868**	**7**	**56**	**9,513**	**1,034**	**4,466**	**15,013**		**14·22**
			Scholars. Males ...	1,835	756	22,663	369,847	450	3,019	398,570	14,185	58,489	471,244	Male scholars to male population of school-going age.	12·76
			Scholars. Females	40	...	916	17,799	50	57	18,862	41	2,984	21,887	Female scholars to female population of school-going age.	·63
			Total ...	**1,875**	**756**	**23,579**	**387,646**	**500**	**3,076**	**417,432**	**14,226**	**61,473**	**493,131**		**6·89**

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1902-1903.

(For Details see General Table IV.)

1	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	Collegiate Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarship.	Building.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions { For Males	4,17,890	2,23,964	8,78,392	13,36,639	59,728	1,08,293	30,24,906	53,949	56,039	2,98,364	84,169	5,96,620	87,685	5,05,133	16,81,959	50,86,438
For Females ...	7,699	...	1,21,965	2,42,565	7,344	...	3,79,573									
Total ...	**4,25,589**	**2,23,964**	**10,00,357**	**15,79,204**	**67,072**	**1,08,293**	**34,04,479**	**53,949**	**56,039**	**2,98,364**	**84,169**	**5,96,620**	**87,685**	**5,05,133**	**16,81,959**	**50,86,438**
2. (*a*)—Percentages of Provincial expenditure included in columns 2—17 to total Provincial expenditure on Public Instruction	15·5	17·7	9·3	7·1	·5	5·7	55·8	...	5·0	11·2	2·3	20·9	·6	4·2	44·2	100·0
(*b*)—Percentages of Local Fund expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·0	...	13·2	49·9	3·2	·9	67·2	...	...	9·3	1 0	15·7	3·6	3·2	32·8	100·0
(*c*)—Percentages of Municipal expenditure included in columns 2—17 to total Municipal expenditure on Public Instruction ...	5·0	...	29·3	59·5	...	·1	93·9	...	...	·1	2·3	2·5	·4	·8	6·1	100·0
(*d*)—Percentages of total expenditure in columns 2—17 to total expenditure on Public Instruction ...	8·4	4·4	19·7	31·0	1·3	2·1	66·9	1·1	1·1	5·9	1·7	11 7	1·7	9·9	33·1	100·0

GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the United Provinces for the official year 1902-1903—(concluded).

(For Details see General Table IV.)

		Total Direct Expenditure on Public Instruction.						
		Collegiate Education.		School Education, General.		School Education, Special.		Total.
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1		2	3	4	5	6	7	8
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
3. Average annual cost of educating each pupil in—								
Government Institutions.	Cost to Provincial Revenues.	177 4 5	416 2 4	5 7 2	0 10 8	6 1 1	30 2 9	33 3 11
	Cost to Local and Municipal Funds.	1 3 10	...	24 13 5	8 3 10	123 13 9	6 1 10	18 6 4
Total Cost ...		**221 0 6**	**429 15 11**	**52 15 6**	**14 12 7**	**131 4 6**	**41 7 3**	**66 6 5**
Local Fund Schools.	Cost to Provincial Revenues.	...	...	...	...	...	...	...
	Cost to Local Funds.	...	...	8 1 11	3 0 5	...	...	3 3 0
Total Cost ...		...	...	**11 11 6**	**3 7 4**	...	...	**3 11 7**
Municipal Schools.	Cost to Provincial Revenues.	..	...	0 1 6	0 0 2	...	...	0 0 3
	Cost to Municipal Funds.	...	...	13 15 4	3 12 1	...	...	4 7 2
Total Cost ...		...	...	**32 7 10**	**4 13 3**	...	...	**6 11 2**
Institutions in Native States.	Cost to Native State Revenues.	...	...	55 3 8	13 13 3	...	...	22 4 6
	Cost to Local and Municipal Funds.	...	...	...	0 7 5	...	...	0 5 11
Total Cost ...		...	..	**55 3 8**	**14 8 4**	...	...	**22 13 4**
Aided Institutions.	Cost to Provincial Revenues.	63 1 4	...	10 1 10	0 13 1	122 6 5	...	2 1 0
	Cost to Local and Municipal Funds.	6 14 11	...	9 1 1	1 11 3	7 14 9	5 4 0	2 4 11
Total Cost ...		**215 9 0**	**48 13 8**	**60 11 4**	**5 12 9**	**178 0 0**	**23 8 11**	**11 13 9**
Unaided Institutions, Total Cost.		**202 6 9**	**53 4 4**	**81 0 3**	**13 6 11**	...	**56 3 6**	**42 12 3**
All Institutions.	Cost to Provincial Revenues.	89 6 0	259 4 8	4 8 2	0 3 7	11 13 9	22 11 7	1 10 0
	Cost to Local and Municipal Funds.	3 10 3	...	11 13 6	2 11 10	118 1 5	5 12 0	3 7 3
Total Cost ..		**214 13 4**	**287 2 2**	**42 5 0**	**4 5 9**	**133 9 9**	**37 15 9**	**8 10 11**

GENERAL

Return of Colleges, Schools and Scholars in the

Class of institutions.	Public Uuder Public Manage							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
Arts Colleges.								
English	3	302	310	267	...	...	...	...
Oriental	2	427	361	311	...	...	...	...
Colleges or Departments of Colleges for Professional Training.								
Law	1	111	106	84	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	1	364	354	352	...	...	...	...
Teaching	1	28	26	25	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...
Total ...	**8**	**1,232**	**1,157**	**1039**	**...**	**...**	**...**	**...**
SCHOOL EDUCATION, GENERAL.								
Secondary Schools.								
For Boys — High Schools ...	34	4,440	4,722	4,053	2	97	95	70
For Boys — Middle Schools — English,	9	407	410	349	13	314	378	301
For Boys — Middle Schools — Vernacular.	4	74	68	54	291	9,142	8,494	6,785
For Girls — High Schools ...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English,	...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular.	...	...	...	...	...	...	...	...
Total ...	**47**	**4,921**	**5,200**	**4,456**	**306**	**9,553**	**8,967**	**7,156**
Primary Schools.								
For Boys	57	2,888	3,576	2,982	5,575	2,72,691	2,52,722	2,01,374
For Girls	1	69	66	40	194	5,477	5,120	3,912
Total ...	**58**	**2,957**	**3,642**	**3,022**	**5,769**	**2,78,168**	**2,57,842**	**2,05,286**
SCHOOL EDUCATION, SPECIAL.								
Schools for Special Instruction.								
Training Schools for Masters.	4	450	459	437	...	...	...	...
Training Schools for Mistresses.	1	23	18	16	...	...	...	...
Schools of Art ...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools ...	2	247	237	233	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	1	28	54	40	...	...	...	...
Commercial Schools ...	...	...	...	...	...	...	...	...
Agricultural Schools ...	1	55	52	44	...	...	...	...
Other Schools — Reformatory ...	1	226	230	230	...	...	...	...
Other Schools — Other ...	42	1,772	1,574	1,195	...	...	...	...
Total ...	**52**	**2,801**	**2,624**	**2,195**	**...**	**...**	**...**	**...**
Total of Colleges and Schools of Public Instruction.	**165**	**11,911**	**12,623**	**10,712**	**6,075**	**2,87,721**	**2,66,809**	**2,12,442**

TABLE III.

United Provinces, for the official year 1902-1903.

Institutions.

ment.				Under Private Management.			
Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17
...	...	...	...	8	760	855	677
...	...	...	...	2	67	66	44
...	...	...	...	2	141	153	119
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	12	968	1,074	840
1	125	93	73	54	5,075	5,460	4,476
2	49	42	37	43	1,342	1,392	1,126
...	...	...	...	12	165	165	131
...	...	...	...	19	586	588	525
...	...	...	...	16	149	129	121
...	...	...	...	...	...	...	...
3	174	135	110	144	7,317	7,734	6,379
8	543	526	399	2,672	91,589	86,546	70,582
...	...	...	...	252	10,120	9,565	7,884
8	543	526	399	2,924	1,01,709	96,111	78,466
...	...	...	...	...	...	...	...
...	...	...	...	2	27	25	24
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	5	578	547	515
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
..	...	...	...	2	75	74	61
...	...	...	...	9	680	646	600
11	717	661	509	3,089	1,10,674	1,05,565	86,285

GENERAL

Return of Colleges, Schools, and Scholars in the

	Class of Institutions.	Public Institutions. Under Private Management. Unaided. Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	Number of scholars on the 31st of March learning — English.	A classical language.	A vernacular language.
1		18	19	20	21	22	23	24	25	26
Collegiate Education.	*Arts Colleges.*									
	English	14	319	389	355	25	1,381	1,377	700	75
	Oriental	...	...	...	...	4	494	43	494	...
	Colleges or Departments of Colleges for Professional Training.									
	Law	4	112	141	96	7	364	364	...	...
	Medicine	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	1	364	364	...	...
	Teaching	...	...	...	...	1	28	28	7	56
	Agriculture	...	...	...	...	...	...	...	...	...
	Total ...	**18**	**431**	**530**	**451**	**38**	**2,631**	**2,176**	**1,201**	**131**
School Education, General.	*Secondary Schools.*									
	For Boys — High Schools ...	14	997	990	838	105	10,734	10,704	6,646	11,364
	For Boys — Middle Schools — English...	21	474	476	352	88	2,586	2,586	1,596	3,564
	For Boys — Middle Schools — Vernacular.	3	58	66	48	310	9,439	...	2	9,437
	For Girls. — High Schools ...	3	73	61	59	22	659	659	254	335
	For Girls. — Middle Schools — English...	3	12	13	12	19	161	161	6	135
	For Girls. — Middle Schools — Vernacular.	...	...	...	...	...	...	...	...	...
	Total ...	**44**	**1,614**	**1,606**	**1,309**	**544**	**23,579**	**14,110**	**8,504**	**24,835**
	Primary Schools.									
	For Boys	96	3,737	3,835	2,971	8,408	3,71,448	3,007	426	3,70,575
	For Girls	13	532	465	375	460	16,198	2,589	149	15,064
	Total ...	**109**	**4,269**	**4,300**	**3,346**	**8,868**	**3,87,646**	**5,596**	**575**	**3,85,639**
School Education, Special.	*Schools for Special Instruction.*									
	Training Schools for Masters	...	...	..	...	4	450	...	...	671
	Training Schools for Mistresses.	...	...	...	...	3	50	27	...	43
	Schools of Art ...	...	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	2	247	...	...	247
	Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...
	Technical and Industrial Schools.	2	95	83	76	8	701	97	...	642
	Commercial Schools ...	...	...	...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	1	55	55	...	110
	Other Schools — Reformatory ...	...	...	...	...	1	226	...	...	226
	Other Schools — Other ...	...	...	...	...	44	1,847	38	25	1,784
	Total ...	**2**	**95**	**83**	**76**	**63**	**3,576**	**217**	**25**	**3,723**
	Total of Colleges and Schools of Public Instruction.	**173**	**6,409**	**6,519**	**5,182**	**9,513**	**4,17,432**	**22,099**	**10,305**	**414,388**
Private Institutions.	1. *Advanced teaching*—									
	(a) Arabic or Persian ...					654	8,818	10	8,808	...
	(b) Sanskrit ...					380	5,408	...	5,378	30
	(c) Any other oriental classic, ...					...	...	...	...	...
	2. Elementary, teaching a vernacular only or mainly. — For Boys					3,001	42,397	1,219	466	41,039
	2. Elementary, teaching a vernacular only or mainly. — „ Girls					82	1,487	...	...	1,487
	3. Elementary, teaching the Koran. — For Boys					1,209	14,974	...	14,974	...
	3. Elementary, teaching the Koran. — „ Girls					65	650	...	650	...
	4. Other schools not conforming to Departmental standards — For Boys					109	1,965	929	137	1,214
	4. Other schools not conforming to Departmental standards — „ Girls					...	...	...	...	...
	Total ...					**5,500**	**75,699**	**2,158**	**30,413**	**43,770**
	GRAND TOTAL ...					**15,013**	**4,93,131**	**24,257**	**40,718**	**4,58,098**

TABLE III.

United Provinces for the official year 1902-1903.

Classification of scholars on the 31st of March according to race or creed.								Number of girls in boys' schools.	Number of boys in girls' schools.
Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.		
		Brahmans.	Non-Brahmans.						
27	28	29	30	31	32	33	34	35	36
115	36	295	674	256	...	2	3	...	..
...	...	441	...	53	...	...	...	...	...
1	8	62	217	73	...	1	2	...	...
...	...	...	...	...	...	...	...	...	...
73	6	38	195	52	...	...	...	...	...
...	...	10	15	3	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
189	**50**	**846**	**1,101**	**437**	**...**	**3**	**5**	**...**	**...**
902	284	1,998	5,501	2,026	3	10	10	83	...
82	123	421	1,383	569	...	3	5	20	...
...	24	2,386	5,170	1,859	...	...	....	...	...
526	130	...	..	3	...	...	...	...	2
29	130	...	1	...	...	1	..	...	5
...	...	...	...	...	...	...	....	...	...
1,539	**691**	**4,805**	**12,055**	**4,457**	**3**	**14**	**15**	**103**	**7**
1,295	1,271	97,247	2,17,211	54,343	8	13	60	2,311	...
1,406	2,803	2,066	7,101	2,804	5	12	1	...	710
2,701	**4,074**	**99,313**	**2,24,312**	**57,147**	**13**	**25**	**61**	**2,311**	**710**
...	...	218	173	59	...	...	...	...	...
7	20	1	3	19	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
2	62	37	107	39	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	587	14	73	27	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	1	8	28	18	...	...	...	...	...
...	2	14	167	43	...	...	...	...	...
38	...	162	1,552	95	...	...	...	...	...
47	**672**	**454**	**2,103**	**300**	**...**	**...**	**...**	**...**	**...**
4,476	**5,487**	**1,05,418**	**2,39,571**	**62,341**	**16**	**42**	**81**	**2,414**	**717**
...	...	300	1,700	6,818	...	...	...	35	...
...	...	4,659	749	...	...	...	...	6	...
...	...	...	...	...	...	...	...	...	...
...	1,205	9,274	24,923	6,935	...	...	60	338	...
...	463	125	758	141	...	...	...	...	28
...	...	...	4	14,970	...	...	...	527	...
...	...	...	...	650	...	...	...	...	...
...	3	349	942	666	5	...	...	10	...
...	...	...	...	...	...	...	....	...	...
...	**1,671**	**14,707**	**29,076**	**30,180**	**5**	**...**	**60**	**916**	**28**
4,476	**7,158**	**1,20,125**	**2,68,647**	**92,521**	**21**	**42**	**141**	**3,330**	**745**

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	79	33	294	674	256	...	2	3
	Female	36	3	1	...	...	...	...	...
Oriental	Male	...	...	441	...	53	...	...	...
	Female	..	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	1	8	62	217	73	...	1	2
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...		...
Engineering	Male	73	6	38	195	52	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching	Male	...	...	10	15	3	...	...	...
	Female	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Total		**189**	**50**	**846**	**1,101**	**437**	...	**3**	**5**
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	819	284	1,998	5,501	2,026	3	10	10
	Female	83	...	...	...	...	...	...	...
Middle Schools—									
English	Male	62	123	421	1,383	569	...	3	5
	Female	20	...	...	...	...	...	...	...
Vernacular	Male	...	24	2,386	5,170	1,859	...	...	...
	Female	...	...	...	...	...	...	...	...
For Girls—									
High Schools	Male	2	...	...	...	...	...	...	...
	Female	524	130	...	...	3	...	...	...
Middle Schools—									
English	Male	4	...	..	1	...	...	...	...
	Female	25	130	...	...	...	...	1	...
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Total		**1,539**	**691**	**4,805**	**12,055**	**4,457**	**3**	**14**	**15**
Primary Schools—									
For Boys	Male	1,052	1,236	96,757	2,16,120	53,891	8	13	60
	Female	243	35	490	1,091	452	...	...	...
For Girls	Male	405	180	38	69	18	...	...	...
	Female	1,001	2,623	2,028	7,032	2,786	5	12	1
Total		**2,701**	**4,074**	**99,313**	**2,24,312**	**57,147**	**13**	**25**	**61**
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male	...	...	218	173	59	...	...	...
	Female	7	20	1	3	19	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March, classified according to sex, race, or creed—(concluded).

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
			Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—(*concluded.*)								
Schools for Special Instruction—(concluded).								
Schools of Art ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Law Schools ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Medical Schools ... Male	...	18	33	102	37	...	...	...
Female	2	44	4	5	2	...	...	...
Agricultural Schools Male	...	1	8	28	18	...	...	...
Female	...	...	...	...	...	...	...	...
Industrial Schools Male	...	587	14	73	27	...	...	...
Female	...	...	...	...	...	..	...	...
Other Schools — Reformatory. Male	...	2	14	167	43	...	...	...
Female	...	...	...	...	...	...	...	...
Other Schools — Others... Male	38	...	162	1,552	95	...	...	...
Female	...	...	...	...	...	...	...	...
Total ...	**47**	**672**	**454**	**2,103**	**300**	...	...	...
Total of Colleges and Schools of Public Instruction	**4,476**	**5,487**	**1,05,418**	**2,39,571**	**62,341**	**16**	**42**	**81**
PRIVATE INSTITUTIONS—								
1. ADVANCED TEACHING—								
(*a*) Arabic or Persian. Male	...	...	300	1,700	6,783	...	...	...
Female	...	...	...	...	35	...	...	...
(*b*) Sanskrit ... Male	...	...	4,653	749	...	...	...	...
Female	...	...	6	...	...	...	...	...
(*c*) Any other Oriental Classic Male		...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY.—								
For Boys ... Male	...	1,196	9,185	24,741	6,877	...	...	60
Female	...	9	89	182	58	...	...	...
For Girls ... Male	...	15	...	13	...	...	...	...
Female	...	448	125	745	141	...	...	...
3. ELEMENTARY TEACHING—THE KORAN ONLY.—								
For Boys ... Male	...	...	...	4	14,443	...	...	...
Female	...	...	...	...	527	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	650	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.—								
For Boys ... Male	...	3	349	939	659	5	...	...
Female	...	...	...	3	7	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...
Total of Private Institutions,	**...**	**1,671**	**14,707**	**29,076**	**30,180**	**5**	**...**	**60**
GRAND TOTAL ...	**4,476**	**7,158**	**1,20,125**	**2,68,647**	**92,521**	**21**	**42**	**141**

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	1,04,107	631	200	27,183	...	871	1,32,992
Oriental	14,845	...	...	1	...	474	15,320
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	6,351	...	...	6,351
Medicine	...	..	...	...	...	...	...
Engineering	1,82,785	...	...	..	...	379	1,83,164
Teaching	19,463	...	...	...	...	...	19,463
Agriculture	...	..	...	...	...	...	...
Total ...	3,21,200	631	200	33,535	...	1,724	3,57,290
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*							
For Boys — High Schools ...	28,337	1,06,666	8,724	1,05,136	889	4,030	2,53,782
For Boys — Middle Schools — English ...	...	9,833	2,363	6,968	157	639	19,960
For Boys — Middle Schools — Vernacular ...	...	1,563	...	120	...	...	1,683
For Girls — High Schools ...	...	...	...	...	...	...	...
For Girls — Middle Schools — English ...	...	..	...	...	...	...	...
For Girls — Middle Schools — Vernacular ...	...	...	...	...	...	...	...
Total ...	28,337	1,18,062	11,087	1,12,224	1,046	4,669	2,75,425
Primary Schools.							
For Boys	1,974	23,186	6,831	20,074	870	468	53,403
For Girls	447	...	...	...	...	...	447
Total ...	2,421	23,186	6,831	20,074	870	468	53,850
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters ...	...	59,082	...	...	...	646	59,728
Training Schools for Mistresses ...	2,894	...	...	...	...	...	2,894
Schools of Art	...	...	...	...	...	..	...
Law Schools...	...	..	...	...	...	...	...
Medical Schools	28,176	...	...	...	..	240	28,416
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	11,526	...	...	151	...	456	12,133
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	1,679	1,679	...	...	...	...	3,358
Other Schools — Reformatory ...	23,400	...	...	...	...	...	23,400
Other Schools — Other... ...	...	11,413	41	10,237	...	...	21,691
Total ...	67,675	72,174	41	10,388	...	1,342	1,51,620
Buildings	2,19,959	15,556	...	...	...	185	2,35,700
Furniture and Apparatus (Special Grants only).	5,048	1,794	...	...	...	...	6,842
Total ..	2,25,007	17,350	...	..	...	185	2,42,542
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	..	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	..	...	...	...	...	...
Medical Colleges	...	...	..	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	..	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools — Reformatory ...	...	...	...	...	...	...	...
Other Special Schools — Other... ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Total, Expenditure on Public Instruction.	6,44,640	2,31,403	18,159	1,76,221	1,916	8,388	10,80,727

TABLE IV.

United Provinces for the official year 1902-1903.

Institutions. management.	Managed by District or Municipal Boards.						Managed by Native States.			
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenue.	Local Funds in Native States.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	2,536	190	1,448	...	386	4,560	5,641	...	...	5,641
58	528	6,140	6,461	...	...	13,187	1,815	...	...	1,815
...	67,458	3,327	28,197	490	90	99,562	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	200	340	...	...	..	540	...	...	...	...
58	70,722	9,997	36,106	490	476	1,17,849	7,456	...	...	7,456
98	7,38,995	35,326	1,00,328	1,766	2,025	8,78,538	7,273	244	120	7,637
...	16,864	7,352	...	68	...	24,284	...	..	...	...
98	7.55,859	42,678	1.00,328	1,834	2,025	9,02,822	7,273	244	120	7,637
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
..	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
—	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...
3,284	2,71,932	3,268	96	800	...	2,79,380	...	...	...	...
...	6,4351	347	...	...	6	64,704	...	...	...	...
3,284	3,36,283	3,615	96	800	6	3,44 084	..	..	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
3,440	11,62,864	56,290	1,36,530	3,124	2,507	13,64,755	14,729	244	120	15,093

GENERAL

Return of Expenditure on Public Instruction in the

Objects of Expenditure.	Public — Under Private — Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	20	21	22	23	24	25	26
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. *Arts Colleges.*							
English	57,051	...	6,282	57,282	951	74,563	1,96,132
Oriental	1,051	60	42	9	9	1,231	2,402
Colleges or Departments of Colleges for Professional Training.							
Law	...	...	...	7,107	...	368	7,475
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total ...	**58,102**	**60**	**6,324**	**64,398**	**960**	**76,165**	**2,06,009**
SCHOOL EDUCATION, GENERAL. *Secondary Schools.*							
For Boys — High Schools ...	56,195	38,014	11,046	1,39,698	13,902	49,951	3,08,806
For Boys — Middle Schools — English ...	2,944	8,982	5,479	20,017	5,054	6,236	48,712
For Boys — Middle Schools — Vernacular ...	...	780	246	364	362	1,389	3,141
For Girls — High Schools ...	17,516	1,712	168	32,259	4,884	27,733	84,272
For Girls — Middle Schools — English ...	1,569	3,503	209	1,419	3,769	14,116	24,585
For Girls — Middle Schools — Vernacular ...	...	...	...	...	...	...	...
Total ...	**78,224**	**52,991**	**17,148**	**1,93,757**	**27,971**	**99,425**	**4,69,516**
Primary Schools.							
For Boys	43,004	1,12,439	23,957	1,02,017	22,275	49,173	3,52,865
For Girls	35,392	22,842	4,265	49,805	26,583	65,390	2,04,277
Total ...	**78,396**	**1,35,281**	**28,222**	**1,51 822**	**48,858**	**1,14,563**	**5,57,142**
SCHOOL EDUCATION, SPECIAL. *Schools for Special Instruction.*							
Training Schools for Masters ...	...	...	...	...	...	..	...
Training Schools for Mistresses ...	3,060	198	...	756	436	...	4,450
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	.	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	3,020	120	..	660	9,941	13,741
Commercial Schools	..	...	...	...	...	...	...
Agricultural Schools	...	...	...	..	...	...	...
Other Schools — Reformatory ...	...	..	...	...	...	...	...
Other Schools — Other ...	...	120	...	204	...	564	888
Total ...	**3,060**	**3.338**	**120**	**960**	**1,096**	**10,505**	**19,079**
Buildings	15,543	29	...	14,307	1,638	21,528	53,045
Furniture and Apparatus (Special Grants only).	2,000	484	116	2,968	113	7,706	13,387
Total ...	**17,543**	**513**	**116**	**17,275**	**1,751**	**29,234**	**66,432**
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges ...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...
Other Special Schools. — Reformatory ...	...	...	...	...	...	...	...
Other Special Schools. — Other ...	...	...	..	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	..	...	...	...	...	...	...
Total Expenditure on Public Instruction.	**2,35,325**	**1,92,183**	**51,930**	**4,28,212**	**80,636**	**3,29,892**	**13,18,178**

TABLE IV.

United Provinces for the official year 1902-1903—(concluded).

Institutions—*(concluded)*. management. Unaided.				Total Expenditure from						Grand total.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		
								Private.	Public.	
27	28	29	30	31	32	33	34	35	36	37
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
15,560	10,316	52,867	78,743	1,61,158	631	6,482	1,00,025	1,25,776	13,795	4,07,867
...	...	...	...	15,896	60	42	10	1,614	100	17,722
4,211	..	3,300	7,511	..	...	...	17,669	3,668	...	21,337
..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,82,785	...	...	...	379	...	1,83,164
...	...	...	...	19,463	...	...	...	...	...	19,463
...	...	...	...	...	...	...	...	...	...	...
19,771	10,316	56,167	86,254	3,79,302	691	6,524	1,17,704	1,31,437	13,895	6,49,553
35,957	13,273	50,655	99,885	84,532	1,47,216	19,960	2,82,239	1,28,716	10,011	6,72,674
4,712	1,013	10,793	16,518	3,002	19,343	13,982	38,158	22,541	3,166	1,00,192
157	190	793	1,140	...	69,801	3,573	28,838	3,314	..	1,05,526
11,030	...	...	11,030	17,516	1,712	168	43,289	29,082	3,535	95,302
60	220	1,258	1,538	1,569	3,503	209	1,479	18,353	1,010	26,123
...	...	...	...	...	200	340	...	..	...	540
51,916	14,696	63,499	1,30,111	1,06,619	2,41,775	38,232	3,94,003	2,02,006	17,722	10,00,357
14,511	2,144	27,541	44,196	45,076	8,74,864	66,114	2,36,930	1,00,573	13,082	13,36,639
7,662	2,202	3,693	13,557	35,839	39,706	11,617	57,467	92,799	5,137	2,42,565
22,173	4,346	31,234	57,753	80,915	9,14,570	77,731	2,94,397	1,93,372	18,219	15,79,204
...	...	...	...	...	59,082	...	..	373	273	59,728
...	...	...	...	5,954	198	...	756	436	...	7,344
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	28,176	...	...	...	...	240	28,416
...	...	...	...	...	...	...	...	...	...	...
370	1,200	3,096	4,666	11,526	3,020	120	521	15,173	180	30,540
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1,679	1,679	...	...	...	...	3,358
...	...	...	...	23,400	...	...	...	...	...	23,400
...	...	...	...	...	11,533	41	10,441	192	372	22,579
370	1,200	3,096	4,666	70,735	75,512	161	11,718	16,174	1,065	1,75,365
773	30	27,692	28,495	2,38,786	2,87,517	3,268	15,176	51,875	...	5,96,620
320	150	2,282	2,752	7,048	66,629	463	3,288	10,257	...	87,685
1,093	180	29,974	31,247	2,45,834	3,54,146	3,731	18,464	62,130	...	6,84,305
...	...	...	...	...	...	...	46,737	7,212	...	53,949
...	...	...	...	56,039	...	..	...	...	...	56,039
...	...	...	...	1,28,836	1,69,456	72	...	..	...	2,98,364
..	...	...	...	11,669	...	839	...	13,231	716	26,455
...	...	...	..	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	8,146	18,772	1,925	808	12,751	1,284	43,686
..	...	...	...	...	163	290	234	507	157	1,351
...	...	...	...	4,891	...	...	...	5,474	...	10,365
...	...	...	...	407	...	.	..	129	...	536
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	920	220	...	...	396	240	1,776
...	...	...	...	48,333	57,859	1,106	2,67,007	1,19,400	11,428	5,05,133
...	...	...	...	2,59,241	2,46,470	4,232	3,14,786	1,59,100	13,825	9,97,654
95,323	30,738	1,83,970	3,10,031	11,42,646	18,33,164	1,30,611	11,51,072	7,64,219	64,726	50,86,438

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage).		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys.	Government	English ...	43	4,847	1,570	...	1,570	3,277	...	3,277
		Vernacular	4	74	...	...	...	74	...	74
	District Board.	English ...	...	...	...	...	...	...	...	...
		Vernacular	286	8,980	16	...	16	8,964	..	8,964
	Municipal ...	English ...	14	381	21	...	21	360	...	360
		Vernacular	6	192	...	...	...	192	...	192
	Native States	English ...	3	174	43	...	43	131	...	131
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English ...	97	6,417	1,856	16	1,872	4,458	87	4,545
		Vernacular	12	165	...	...	...	165	...	165
	Unaided ...	English...	35	1,471	415	...	415	1,056	...	1,056
		Vernacular	3	58	...	...	...	58	...	58
	Total ...		503	22,759	3,921	16	3,937	18,735	87	18,822
For Girls.	Government	English ..	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	District Board.	English ...	...	...	...	...	..	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal...	English ..	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English...	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided ...	English...	35	735	...	136	136	7	592	599
		Vernacular	...	...	...	...	...	...	...	...
	Unaided ...	English ...	6	85	...	13	13	...	72	72
		Vernacular	...	...	...	...	...	...	...	...
	Total ...		41	820	...	149	149	7	664	671
Total, Secondary Schools ...			544	23,579	3,921	165	4,086	18,742	751	19,493
Primary Schools—										
For Boys.	Government ...		57	2,888	...	...	...	...	...	...
	District Board ..		5,446	265,399	...	...	...	..	...	...
	Municipal		129	7,292	...	...	...	...	...	...
	Native States ...		8	543	...	...	...	...	...	...
	Aided		2,672	91,589	...	...	...	...	...	...
	Unaided		96	3,737	..	...	...	...	...	...
	Total ...		8,408	371,448	...	...	...	...	...	...
For Girls.	Government ...		1	69	...	...	...	...	...	...
	District Board ...		156	4,385	...	...	...	...	...	...
	Municipal		38	1,092	...	...	...	...	...	...
	Native States ...		...	...	...	...	...	...	...	...
	Aided		252	10,120	...	...	...	...	...	...
	Unaided		13	532	...	...	...	...	...	...
	Total ...		460	16,198	...	...	...	...	...	...
Total, Primary Schools ...			8,868	387,646	...	...	...	...	...	...
GRAND TOTAL ...			9,412	411,225	3,921	165	4,086	18,742	751	19,493

TABLE V.

in the United Provinces at the end of the official year 1902-1903.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	4,847	...	4,847
...	...	...	...	...	...	...	...	...	74	...	74
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	8,980	...	8,980
...	...	...	...	...	...	...	...	...	381	...	381
...	...	...	...	...	...	...	...	...	192	...	192
...	...	...	...	...	...	...	...	...	174	...	174
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	6,314	103	6,417
...	...	...	...	...	...	...	...	...	165	...	165
...	...	...	...	...	...	...	...	...	1,471	...	1,471
...	...	...	...	...	...	...	...	...	58	...	58
...	...	...	...	...	...	...	...	...	22,656	103	22,759
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	7	728	735
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	85	85
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	7	813	820
...	...	...	...	...	...	...	...	...	22,663	916	23,579
1,506	...	1,506	1,329	...	1,329	53	...	53	2,888	...	2,888
34,218	91	34,309	1,94,859	1,045	1,95,904	34,733	453	35,186	2,63,810	1,589	2,65,399
846	...	846	5,447	3	5,450	996	...	996	7,289	3	7,292
130	...	130	364	...	364	49	...	49	543	...	543
6,827	92	6,919	69,425	448	69,873	14,667	130	14,797	90,919	670	91,589
1,043	15	1,058	2,264	25	2,289	381	9	390	3,688	49	3,737
44,570	198	44,768	2,73,688	1,521	2,75,209	50,879	592	51,471	3,69,137	2,311	3,71,448
...	10	10	...	59	59	...	...	...	...	69	69
...	63	63	...	3,645	3,645	...	677	677	...	4,385	4,385
...	25	25	...	926	926	...	141	141	...	1,092	1,092
...	...	...	...	...	...	...	...	...	...	...	...
113	949	1,062	458	7,159	7,617	56	1,385	1,441	627	9,493	10,120
26	104	130	49	324	373	8	21	29	83	449	532
139	1,151	1,290	507	12,113	12,620	64	2,224	2,288	710	15,488	16,198
44,709	1,349	46,058	2,74,195	13,634	2,87,829	50,943	2,816	53,759	3,69,847	17,799	3,87,646
44,709	1,349	46,058	2,74,195	13,634	2,87,829	50,943	2,816	53,759	3,92,510	18,715	4,11,225

GENERAL

Return showing the results of prescribed examinations in

Nature of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1 Master of Arts	2	3	1	6	13	13	2	11	39
2 1st D. Sc.	1	2	...	3	6	2	...	...	8
3 2nd D. Sc.	1	1	1	3	3	1	1	...	5
4 3rd D. Sc.	...	...	...	...	...	..	...	...	...
5 Bachelor of Arts	2	6	3	11	56	103	20	13	192
6 B. Sc.	2	2	...	4	7	4	...	...	11
7 First B. A.	...	...	...	...	...	...	...	...	...
7 First B. Sc.	...	...	...	...	...	...	...	...	...
7 First Arts	3	7	11	21	88	301	157	12	558
7 Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning	...	...	...	...	..	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. Honours in Sanskrit (1)	1	...	1	2	92	...	11	...	103
„ „ Arabic	...	...	...	...	...	...	...	...	...
„ „ Persian	...	...	...	...	...	...	...	...	...
„ „ Urdu	...	...	...	...	...	...	..	...	...
4. High Proficiency in Sanskrit (1) ...	3	2	44	49	85	7	120	8	220
„ „ „ Arabic (2)... ...	...	1	...	1	...	1	...	..	1
„ „ „ Persian	...	...	...	...	...	...	...	...	...
„ „ „ Urdu	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit (1)	2	5	49	56	26	12	146	7	191
„ „ Arabic (3)	...	1	...	1	...	1	..	2	3
„ „ Persian	...	...	...	...	...	...	...	...	...
„ „ Urdu (4)	14	17	4	35	44	85	11	8	148
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	2	6	1	9	43	86	2	...	131
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S.	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...
4. First L. M. S.	...	...	...	...	...	...	...	...	...
Engineering.					11	...	...	...	11
					1	...	...	...	1
					36	...	...	...	36
1. M. C. E. ...					57	...	...	...	57
2. B. C. E. ... Roorkee College Examinations.	1	...	...	1	6	...	...	...	6
3. L. C. E. ...					9	...	...	...	9
4. First L. C. B.					7	...	...	...	7
					23	...	...	...	23
					1	...	...	...	1
Teaching	1	...	...	1	22	...	...	...	22
Agriculture...	...	...	...	...	...	...	...	...	...

TABLE VI.

the United Provinces during the official year 1902-1903.

Number passed.					Race or creed of passed scholars.								
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
4	4	1	3	12	1	3	2	4	...	...	...	2	
4	1	...	...	5	...	...	2	1	1	...	...	1	
3	...	...	...	3	...	...	1	2	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
39	67	18	2	126	4	4	29	65	24	..	...	...	
5	2	...	...	7	...	...	2	4	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	...	...	..	...	...	
37	121	66	3	227	19	8	54	107	38	...	...	1	
...	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	..	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
45	...	6	...	51	...	...	51	...	...	...	...	...	(1) Sanskrit College Examinations.
...	...	...	...	...	...	...	...	...	...	...	...	...	(2) Fazil Examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	(3) Mulla Examination.
38	3	76	1	118	...	...	111	7	...	...	...	...	
...	1	...	...	1	...	...	..	...	1	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	(4) Special Vernacular Examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
17	4	62	1	84	...	...	83	1	...	...	...	...	
...	1	...	1	2	...	...	...	...	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
33	67	5	7	112	...	...	10	75	27	...	...	...	
...	...	...	...	...	...	...	...	...	..	...	...	...	
12	28	...	..	40	1	1	8	25	4	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	..	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	
11	..	...	...	11	3	...	1	6	1	..	...	...(5)	(5) Civil Engineer.
1	...	...	...	1	...	...	1	...	..	...	...	...(6)	(6) Electrical do.
36	...	...	...	36	19	...	1	13	3	...	...	...(7)	(7) Upper Subordinate.
57	...	...	...	57	...	...	6	43	8	...	...	...(8)	(8) Lower ditto.
6	...	...	...	6	...	...	1	5	...	...	...	.. (9)	(9) Mechanical Apprentice
9	...	...	...	9	2	4	3	...	...	...	...	...(10)	(10) Industrial.
7	...	...	...	7	7	...	...	...	...	...	...	...(11)	(11) British Military Survey.
23	...	...	...	23	...	...	1	8	14	...	...	...(12)	
1	...	...	...	1	1	...	..	...	...	...	...	...(13)	(12) Native Military Survey.
16	...	...	...	16	1	...	7	7	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	..	(13) Salt Department.

GENERAL

Return showing the results of prescribed examinations in

Nature of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation ... For Boys ...	35	37	9	81	566	578	86	193	1,423
„ Girls ...	...	4	...	4	...	16	...	...	16
2. High School Examination for Europeans. For Boys ...	...	11	5	16	...	70	56	...	126
„ Girls ...	...	12	3	15	...	51	8	1	60
3. Middle School Examination for Europeans. For Boys ...	...	14	3	17	...	107	42	...	149
„ Girls ...	...	15	3	18	...	82	20	...	102
3a. Middle English Examination for Girls ...	...	15	...	15	...	67	...	...	67
4. Middle Vernacular ... For Boys ...	287	14	1	302	3,215	95	6	566	3,882
„ Girls ...	1	...	...	1	5	...	...	...	5
5. Upper Primary Examination. For Boys ...	1,953	318	39	2,310	13,290	2,444	413	568	16,715
„ Girls ...	13	42	8	63	22	332	46	1	401
6. Lower Primary Examination. For Boys ...	...	...	...	...	...	...	...	...	...
„ Girls ...	...	...	...	...	...	...	...	...	...
7. Public service certificate examination. English ...	...	...	...	...	...	...	...	...	...
Vernacular ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL EDUCATION.									
1. Training Schools Examination for Masters. Upper ... / Lower ...	4	...	...	4	204	...	..	13	217
2. Training School Examination for Mistresses. Upper ... / Lower ...	...	1	...	1	...	7	...	...	7
3. School of Arts Examination	...	...	...	...	...	...	...	...	...
4. Medical Examination	2	...	...	2	54	...	...	...	54
5. Examination in Engineering	...	...	...	...	...	...	...	...	...
6. Examination in Surveying	...	...	...	...	...	...	...	...	...
7. Industrial School Examination ...	1	...	...	1	14	...	...	...	14
8. Commercial School Examination ...	...	...	...	...	...	...	...	...	...
9. Agricultural School Examination ...	1	...	...	1	27	...	...	...	27
10. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
11. Madrassa Central Examination ...	...	...	...	...	...	...	...	...	...
12. Other Schools Examination	28	...	...	28	1,779	...	...	207	1,986

TABLE VI.

the United Provinces during the official year 1902-1903.—(concluded).

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
356	314	42	34	746	1	17	173	407	144	...	...	4	
...	14	...	...	14	5	7	...	...	...	..	...	2	
...	39	35	...	74	74	...	...	...	...	...	...	..	
...	35	6	1	42	42	...	...	...	...	...	...	...	
...	51	25	...	76	76	...	...	...	...	...	...	...	
...	56	17	...	73	73	...	...	...	...	...	...	...	
...	39	...	...	39	1	37	...	...	1	...	...	...	
1,922	38	7	120	2,087	...	2	540	1,181	364	...	...	...	
3	...	...	...	3	...	...	...	...	3	...	...	...	
9,363	1,553	247	256	11,419	185	85	2,733	6,533	1,880	...	...	3	
22	222	30	1	275	119	127	5	9	15	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
178	...	...	4	182	...	...	83	73	26	...	...	..	
...	7	..	...	7	7	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
39	...	...	...	39	...	9	9	13	8	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	..	
7	...	...	...	7	...	...	...	6	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	...	
27	...	...	...	27	...	1	4	15	7	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	
698	...	...	75	773	...	...	36	723	14	...	...	...	

GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.			Expenditure of District Boards In institutions managed by				
			Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	District Funds.
1			2	3	4	5	6
							Rs.
COLLEGIATE EDUCATION.	*Arts Colleges.*						
	English		...	...	...	...	...
	Oriental		...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law		...	...	...	...	...
	Medicine		...	...	...	...	...
	Engineering		...	...	...	...	...
	Teaching		..	...	...	...	...
	Agriculture		...	...	...	...	...
	Total ...		..	...	...	...	...
SCHOOL EDUCATION, GENERAL.	*Secondary Schools.*						
	For Boys.	High Schools ...	1	30	29	17	371
		Middle Schools English...	...	...	...	...	...
		Middle Schools Vernacular	285	8,950	8,324	6,648	67,458
	For Girls.	High Schools ...	...	...	...	...	...
		Middle Schools English...	...	...	...	...	...
		Middle Schools Vernacular	...	..	...	...	...
	Total ...		286	8,980	8,353	6,665	67,829
	Primary Schools.						
	For Boys		5,447	265,437	245,590	195,699	738,138
	For Girls		151	4,094	3,800	2,988	16,037
	Total ...		5,598	269,531	249,390	198,687	754,175
SCHOOL EDUCATION, SPECIAL.	*Schools for Special Instruction.*						
	Training Schools for Masters		...	...	...	...	...
	Training Schools for Mistresses.		...	...	...	...	...
	Schools of Art		...	...	...	...	...
	Law Schools		..	...	...	...	...
	Medical Schools ...		...	...	...	...	...
	Engineering and Surveying Schools.		...	...	...	...	...
	Technical and Industrial Schools.		...	...	...	...	...
	Commercial Schools ...		...	...	...	...	...
	Agricultural Schools ...		...	...	...	...	...
	Other Schools		...	...	...	...	...
	Total ...		...	...	...	...	...
Inspection			...	...	...	...	...
Scholarships held in—	Arts Colleges ...		...	...	...	...	...
	Medical Colleges ...		...	...	...	...	...
	Other Professional Colleges.		...	...	...	...	...
	Secondary Schools ...		..	...	...	...	...
	Primary Schools ...		..	...	...	...	...
	Medical Schools ...		...	...	...	...	...
	Technical and Industrial Schools.		...	...	...	...	...
	Other Special Schools	Reformatory	...	...	...	...	...
		Other ...	...	...	...	...	...
Buildings			...	...	...	...	...
Furniture and Apparatus (Special Grants only).			...	...	...	...	...
Miscellaneous			...	...	...	...	...
Total ...			...	...	...	...	...
Grand Total ...			5,884	278,511	257,743	205,352	822,004

TABLE VII.

Instruction in the United Provinces for the official year 1902-1903.

on Public Instruction.

District Boards.					In institutions managed by—			Total District Fund expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	631	...	...	631
...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...
...	...	...	...	...	631	...	60	691
...	...	...	386	757	1,06,666	2,165	38,014	1,47,216
...	...	...	...	...	9,833	528	8,982	19,343
1,426	27,680	490	90	97,144	1,563	...	780	69,801
...	...	...	...	...	...	...	1,712	1,712
...	...	...	...	...	...	...	3,503	3,503
...	...	...	...	...	...	200	...	200
1,426	27,680	490	476	97,901	1,18,062	2,893	52,991	2,41,775
9,765	93,316	1,766	1,851	8,44,836	23,186	857	1,12,683	8,74,864
1,162	...	...	...	17,199	...	827	22,842	39,706
10,927	93,316	1,766	1,851	8,62,035	23,186	1,684	1,35,525	9,14,570
...	...	...	...	...	59,082	...	...	59,082
...	...	...	...	...	...	...	198	198
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	3,020	3,020
...	...	...	...	...	...	...	...	...
...	...	...	...	...	1,679	...	...	1,679
...	...	...	...	...	11,413	...	120	11,533
...	...	...	...	...	72,174	...	3,338	75,512
...	...	...	...	...	...	...	...	1,69,456
...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	18,772
..	...	...	...	...	...	...	...	163
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	220
...	...	...	...	...	...	...	...	2,87,517
...	...	...	...	...	...	...	...	66,629
...	...	...	...	...	...	...	...	57,859
...	...	...	...	...	...	...	...	6,00,616
12,353	1,20,996	2,256	2,327	9,59,936	2,14,053	4,577	1,91,914	18,33,164

GENERAL

Return showing Distribution of Local Fund and Municipal Expenditure on Public

	Objects of Expenditure.	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Expenditure of Municipal In Institutions managed — Provincial Revenues.	Expenditure of Municipal In Institutions managed — Municipal Funds.
1		16	17	18	19	20	21
	Arts Colleges.					Rs.	Rs.
Collegiate Education.	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Secondary Schools.						
School Education, General.	For Boys. High Schools ...	1	67	66	53	...	190
	For Boys. Middle Schools English...	13	314	378	301	58	6,140
	For Boys. Middle Schools Vernacular	6	192	170	137	...	1,901
	For Girls. High Schools ...	...	...	...	...	...	...
	For Girls. Middle Schools English...	...	...	...	...	...	...
	For Girls. Middle Schools Vernacular	...	...	...	...	...	340
	Total ...	20	573	614	491	58	8,571
	Primary Schools.						
	For Boys	128	7,252	7,132	5,675	98	25,561
	For Girls	43	1,383	1,320	924	...	6,190
	Total ...	171	8,635	8,452	6,599	98	31,751
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters,	...	...	...	...	...	...
	Training Schools for Mistresses.	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Engineering and Surveying Schools.	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...
	Commercial Schools ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
Inspection		...	...	...	...	...	...
Scholarships held in—	Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Other Professional Colleges. ...	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools.	...	...	...	...	...	...
	Other Special Schools Reformatory	...	...	...	...	...	...
	Other Special Schools Other ...	...	...	...	...	...	...
Buildings		...	...	...	...	...	...
Furniture and Apparatus (Special Grants only).		...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Grand Total ...	191	9,208	9,066	7,090	156	40,322

TABLE VII.

Instruction in the United Provinces for the official year 1902-1903—(concluded).

Boards on Public Instruction.					In institutions managed by—			Total Municipal expenditure on Public Instruction.	Total expenditure of Local Fund and Municipal Boards on Public Instruction.
by Municipal Boards.									
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
22	23	24	25	26	27	28	29	30	31
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	200	...	6,282	6,482	7,113
...	...	...	...	...	...	...	42	42	102
...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	200	...	6,324	6,524	7,215
2,165	1,448	...	...	3,803	8,724	...	11,046	19,960	1,67,176
528	6,461	...	...	13,187	2,363	..	5,479	13,982	33,325
...	517	..	...	2,418	...	1,426	246	3,573	73,374
...	...	...	...	...	...	...	168	168	1,880
...	...	...	...	...	...	...	209	209	3,712
200	...	...	...	540	...	...	...	340	540
2,893	8,426	...	...	19,948	11,087	1,426	17,148	38,232	2,80,007
857	7,012	...	174	33,702	6,831	9,765	23,957	66,114	9,40,978
827	...	68	...	7,085	...	1,162	4,265	11,617	51,323
1,684	7,012	68	174	40,787	6,831	10,927	28,222	77,731	9,92,301
...	...	...	...	...	...	...	...	...	59,082
...	...	...	...	...	...	...	...	...	198
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	120	120	3,140
...	...	...	...	..	...	...	...	...	..
...	...	...	...	...	...	...	...	...	1,679
...	...	...	..	...	41	...	...	41	11,574
...	...	...	...	...	41	...	120	161	75,673
...	...	...	...	...	...	...	...	72	1,69,528
...	...	...	...	...	...	...	...	839	839
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,925	20,697
...	...	...	...	...	...	...	...	290	453
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	220
...	...	...	...	...	...	...	...	3,268	2,90,785
...	...	...	...	...	...	...	..	463	67,092
...	...	...	...	...	...	...	...	1,106	58,965
...	...	...	...	...	...	...	...	7,963	6,08,579
4,577	15,438	68	174	60,735	18,159	12,353	51,814	1,30,611	19,63,775

GENERAL TABLE VIII.

Return showing the attendance and expenditure in Hostels or Boarding-houses for the official year 1902-1903.

Class of Hostels or Boarding-houses.	Number of—		Number of Boarders who are students of—					Expenditure from—				
	Hostels or Boarding houses.	Boarders.	Arts colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Special schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.
1 Managed by Government.	42	1,418	87	...	677	137	517	2,792	10,170	5,140	4,507	22,609
2 Managed by Local or Municipal Boards.	192	2,675	...	...	2,602	73	...	...	9,046	...	2,156	11,202
3 Aided by Government or by Local or Municipal Boards.	19	1,610	40	...	798	765	7	7,564	...	18,670	69,827	96,061
4 Unaided ...	45	1,637	481	20	870	250	16	20,000	...	40,526	56,527	1,17,053
Total ...	298	7,340	608	20	4,947	1,225	540	30,356	19,216	64,336	1,33,017	2,46,925
For Females.												
1 Managed by Government.	2	39	...	...	5	...	34	1,056	...	...	...	1,056
2 Aided by Government or by Local or Municipal Boards.	20	* 1,191	47	7	632	487	...	4,211	1,296	25,839	71,049	1,02,395
3 Unaided ...	18	1,166	...	...	558	608	...	...	...	29,618	37,151	66,769
Total ...	40	* 2,396	47	7	1,195	1,095	34	5,267	1,296	55,457	1,08,200	1,70,220
GRAND TOTAL ...	338	9,736	655	27	6,142	2,320	574	35,623	20,512	1,19,793	2,41,217	4,17,145

* Including 18 infirms and infants.

GENERAL TABLE III.

Return of Colleges, Schools, and Scholars in the United Provinces for the official year 1902-1903.

(For Europeans and Eurasians.)

Class of institutions.	Public institutions. Under Private Management. Aided by Government or by District or Municipal Boards. Number of institutions.	Aided by Government or by District or Municipal Boards. Number of scholars on the rolls on 31st March.	Aided by Government or by District or Municipal Boards. Average number on the rolls monthly during the year.	Aided by Government or by District or Municipal Boards. Average daily attendance.	Unaided. Number of institutions.	Unaided. Number of scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand total of public institutions.	Grand total of scholars on 31st of March.	Number of scholars on the 31st of March learning— English.	A classical language.	A vernacular language.	Classification of scholars on the 31st March according to race or creed. Europeans and Eurasians.	Native Christians.	Hindūs. Brāhmans.	Hindūs. Non-Brāhmans.	Muhammadans.	Buddhists.	Pārsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Arts Colleges.																							
COLLEGIATE EDUCATION. English	...	...	...	...	9	94	100	96	9	94	94	21	69	94	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	9	94	100	96	9	94	94	21	69	94	...	...	...	...	...	...	...	...	...
Secondary Schools.																							
SCHOOL EDUCATION, GENERAL. For Boys, English High ...	12	726	669	639	4	178	183	175	16	904	904	232	563	897	...	...	...	2	3	...	2	83	...
For Boys, English Middle ...	3	77	75	68	1	10	7	6	4	87	87	16	75	80	...	...	4	1	...	2	...	20	...
For Girls, English High ...	13	414	403	368	3	73	61	59	16	487	487	226	169	480	4	...	...	3	...	...	...	...	2
For Girls, English Middle ...	5	30	22	20	...	...	...	...	5	30	30	6	4	29	...	...	...	...	...	1	...	...	4
Total ...	33	1,247	1,169	1,095	8	261	251	240	41	1,508	1,508	480	811	1,486	4	...	4	6	3	3	2	103	6
Primary Schools.																							
For Boys	23	1,121	1,193	1,099	5	197	182	162	28	1,318	1,318	127	640	1,290	...	...	15	3	...	10	...	243	...
For Girls	26	1,250	1,273	1,102	5	141	100	96	31	1,391	1,391	148	369	1,371	2	1	...	...	5	11	1	...	405
Total ...	49	2,371	2,466	2,201	10	338	282	258	59	2,709	2,709	275	1,009	2,661	2	1	15	3	5	21	1	243	405
Schools for Special Instruction.																							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses.	1	7	7	7	...	...	...	...	1	7	7	...	...	7	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	1	38	37	31	...	...	...	...	1	38	38	...	...	38	...	...	...	...	...	...	...	...	...
Total ...	2	45	44	38	...	...	...	...	2	45	45	...	...	45	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.	84	3,663	3,679	3,334	27	693	633	594	111	4,356	4,356	776	1,889	4,286	6	1	19	9	8	24	3	346	411

GENERAL

Return of Expenditure on Public Instruction in the

(For Europeans

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
English	...	...	...	...	...	...	7,110
Total ...	...	...	...	...	...	...	7,110
Secondary Schools.							
SCHOOL EDUCATION—GENERAL. For Boys, English. High ...	29,133	379	55,127	5,761	8,397	98,797	14,494
For Boys, English. Middle ...	1,813	304	2,197	261	98	4,673	421
For Girls, English. High ...	15,480	168	30,395	1,686	17,157	64,886	11,030
For Girls, English. Middle ..	1,253	29	909	623	3,208	6,022	...
Total ...	47,679	880	88,628	8,331	28,860	1,74,378	25,945
Primary Schools.							
For Boys	35,952	1,807	55,413	6,802	12,044	1,12,018	9,418
For Girls	30,408	1,157	47,616	7,367	25,654	1,12,202	7,542
Total ...	66,360	2,964	1,03,029	14,169	37,698	2,24,220	16,960
Schools for Special Instruction.							
SCHOOL EDUCATION—SPECIAL. Training Schools for Masters,	...	...	...	..	...	...	...
Training Schools for Mistresses.	3,060	...	665	...	...	3,725	...
Schools of Arts ...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...
Other Schools	...	...	111	...	372	483	...
Total ...	3,060	...	776	...	372	4,208	...
Buildings	6,035	...	12,601	...	2,359	20,995	773
Furniture and Apparatus (Special grants only).	2,000	...	2,933	...	1,313	6,246	235
Total ...	8,035	...	155,34	...	3,672	27,241	1,008
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN— Arts Colleges	...	...	...	...	...	...	...
Professional Colleges ...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,25,134	3,844	2,07,967	22,500	70,602	4,30,047	51,023

TABLE IV.

United Provinces for the official year 1902-1903.

and Eurasians.)

Institutions. / Management. / Unaided.		Total Expenditure from—					Grand Total.
					All other sources.		
Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	Private.	Public.	
9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
18,422	25,532	...	...	7,110	18,422	...	25,532
18,422	25,532	...	...	7,110	18,422	...	25,532
25,131	39,625	29,133	379	69,621	39,289	...	1,38,422
...	421	1,813	304	2,618	359	...	5,094
...	11,030	15,480	168	41,425	16,159	2,684	75,916
...	...	1,253	29	909	3,831	...	6,022
25,131	51,076	47,679	880	1,14,573	59,638	2,684	2,25,454
16,037	25,455	35,952	1,807	64,831	31,701	3,182	1,37,473
568	8,110	30,408	1,157	55,158	28,452	5,137	1,20,312
16,605	33,565	66,360	2,964	1,19,989	60,153	8,319	2,57,785
...	...	...	...	...	...	...	...
...	...	3,060	...	665	...	...	3,725
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	...	...	111	...	372	483
...	...	3,060	...	776	...	372	4,208
...	773	6,035	...	13,374	2,359	...	21,768
...	235	2,000	...	3,168	1,313	...	6,481
...	1,008	8,035	...	16,542	3,672	...	28,249
...	...	...	...	...	...	...	...
...	...	987	...	...	...	...	987
...	...	...	...	...	...	...	...
...	...	2,275	...	...	4,746	...	7,021
...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...
...	...	700	...	...	...	...	... 700
...	...	12,142	...	2,01,972	35,674	...	2,49,788
...	...	16,104	...	2,01,972	40,420	...	2,58,496
60,158	1,11,181	1,41,238	3,844	4,60,962	1,82,305	11,375	7,99,724

GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the United Provinces at the end of the official year 1902-1903.

(For Europeans and Eurasians.)

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage).			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage. Not reading Printed Books.			Total.		
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—																				
For Boys { Aided, English	15	803	176	16	192	524	87	611	...	...	...	...	...	...	...	...	...	700	103	803
For Boys { Unaided, English	5	188	66	...	66	122	...	122	...	...	...	...	...	...	...	...	...	188	...	188
Total ...	**20**	**991**	**242**	**16**	**258**	**646**	**87**	**733**	...	...	...	...	...	...	...	...	...	**888**	**103**	**991**
For Girls { Aided, English	18	444	...	89	89	6	349	355	...	...	...	...	...	...	...	...	...	6	438	444
For Girls { Unaided, English	3	73	...	13	13	...	60	60	...	...	...	...	...	...	...	...	...	...	73	73
Total ...	**21**	**517**	...	**102**	**102**	**6**	**409**	**415**	...	...	...	...	...	...	...	...	...	**6**	**511**	**517**
Total, Secondary Schools.	**41**	**1,508**	**242**	**118**	**360**	**652**	**496**	**1,148**	...	...	...	...	...	...	...	...	...	**894**	**614**	**1,508**
Primary Schools—																				
For Boys { Aided ...	23	1,121	...	...	...	...	...	...	468	87	555	420	99	519	31	16	47	919	202	1,121
For Boys { Unaided ...	5	197	...	...	...	...	..	...	104	15	119	46	18	64	6	8	14	156	41	197
Total ...	**28**	**1,318**	...	...	...	...	...	...	**572**	**102**	**674**	**466**	**117**	**583**	**37**	**24**	**61**	**1,075**	**243**	**1,318**
For Girls { Aided ...	26	1,250	...	...	...	...	...	...	90	414	504	216	421	637	42	67	109	348	902	1,250
For Girls { Unaided ...	5	141	...	...	...	...	...	...	25	50	75	27	33	60	5	1	6	57	84	141
Total ...	**31**	**1,391**	...	...	...	...	...	...	**115**	**464**	**579**	**243**	**454**	**697**	**47**	**68**	**115**	**405**	**986**	**1,391**
Total, Primary Schools	**59**	**2,709**	...	...	...	...	...	...	**687**	**566**	**1,253**	**709**	**571**	**1,280**	**84**	**92**	**176**	**1,480**	**1,229**	**2,709**
Grand Total ...	**100**	**4,217**	**242**	**118**	**360**	**652**	**496**	**1,148**	**687**	**566**	**1,253**	**709**	**571**	**1,280**	**84**	**92**	**176**	**2,374**	**1,843**	**4,217**

APPENDICES.

PROVINCIAL TABLE A.—*Showing the number of scholars and percentage under instruction in each district for the year ending 31st March 1903.*

District.	Population.			Number of scholars.			Percentage of male scholars to male population of school-going age.	Percentage of female scholars to female population of school-going age.	Percentage of total scholars to total population of school-going age.
	Male.	Female.	Total.	Male.	Female.	Total.			
Muttra ...	4,09,030	3,54,069	7,63,099	9,740	539	10,279	15·87	1·01	8·98
Agra	5,68,822	4,91,706	10,60,528	14,424	1,118	15,542	16·91	1·52	9·77
Farrukhabad ...	5,00,897	4,24,915	9,25,812	9,766	677	10,443	13·00	1·06	7·52
Mainpuri ...	4,51,356	3,78,001	8,29,357	5,550	250	5,800	8·20	·44	4·66
Etáwah ...	4,37,913	3,68,885	8,06,798	7,712	335	8,047	11·74	·61	6·65
Etah	4,66,787	3,97,161	8,63,948	8,572	392	8,964	12·24	·68	6·92
Total ...	28,34,805	24,14,737	52,49,542	55,764	3,311	59,075	13·11	·91	7·50
Dehra Dún ...	1,02,826	75,369	1,78,195	3,614	735	4,349	23·43	6·50	16·27
Saháranpur ...	5,60,843	4,84,387	10,45,230	13,105	929	14,034	15·58	1·28	8·95
Muzaffarnagar ...	4,69,243	4,07,945	8,77,188	11,315	311	11,626	16·08	·51	8·84
Meerut ...	8,20,563	7,19,612	15,40,175	16,438	712	17,150	13·36	·66	7·42
Bulandshahr ...	5,99,108	5,38,993	11,38,101	12,702	127	12,829	14·13	·15	7·51
Aligarh ...	6,34,872	5,65,950	12,00,822	16,869	667	17,536	17·71	·79	9·74
Total ...	31,87,455	27,92,256	59,79,711	74,043	3,481	77,524	15·49	·83	8·64
Bareilly ...	5,85,304	5,04,813	10 90,117	10,455	994	11,449	11·91	1·31	7·00
Bijnor	4,06,697	3,73,254	7,79,951	11,211	672	11,883	18·38	1·20	10·16
Budaun ...	5,53,120	4,72,633	10,25,753	8,727	921	9,648	10·52	1·30	6·27
Moradabad ...	6,31,224	5,60,769	11,91,993	11,856	1,006	12,862	12·52	1·20	7·19
Sháhjahánpur ...	4,94,919	4,26,616	9,21,535	9,172	663	9,835	12·35	1·04	7·11
Pilibhít ...	2,49,615	2,20,724	4,70,339	4,513	242	4,755	12·05	·73	6·74
Total ...	29,20,879	25,58,809	54,79,688	55,934	4,498	60,432	12·77	1·17	7·35
Cawnpore ...	6,73,932	5,84,936	12,58,868	14,834	602	15,436	14·67	·68	8·17
Fatehpur ...	3,49,381	3,37,010	6,86,391	7,784	122	7,906	14·85	·24	7·68
Bánda	3,17,599	3,13,459	6,31,058	6,062	210	6,272	12·72	·45	6·63
Hamírpur ...	2,30,204	2,28,338	4,58,542	5,554	28	5,582	16·08	·08	8·12
Allahabad ...	7,47,425	7,46,330	14,93,755	12,782	750	13,532	11·40	·67	6·04
Jhánsi	3,15,297	3,01,462	6,16,759	6,557	290	6,847	13·86	·64	7·40
Jalaun	2,06,277	1,93,449	3,99,726	5,943	209	6,152	19·21	·72	10·26
Total ...	28,40,115	27,04,984	55,45,099	59,516	2,211	61,727	13·97	·54	7·42
Benares ...	4,45,047	4,37,037	8,82,084	11,666	985	12,651	17·48	1·50	9·56
Mirzapur ...	5,30,075	5,52,355	10,82,430	9,490	433	9,923	11·94	·52	6·11
Jaunpur ...	5,89,828	6,13,092	12,02,920	9,346	199	9,545	10·56	·22	5·30
Gházipur ...	4,44,735	4,69,083	9,13,818	11,053	455	11,508	16·57	·65	8·40
Ballia	4,73,969	5,13,799	9,87,768	8,478	...	8,478	11·92	...	5·72
Total ...	24,83,654	25,85,366	50,69,020	50,033	2,072	52,105	13·43	·53	6·85
Gorakhpur ...	14,70,469	14,86,605	29,57,074	21,561	777	22,338	9·78	·35	5·04
Basti	9,35,556	9,10,597	18,46,153	15,190	361	15,551	10·82	·26	5·62
Azamgarh ...	7,57,314	7,72,471	15,29,785	17,228	367	17,595	14·73	·32	7·67
Total ...	31,63,339	31,69,673	63,33,012	53,979	1,505	55,484	11·38	·32	5·84
Naini Tál ...	1,72,970	1,38,267	3,11,237	2,783	308	3,091	10·73	1·49	6·62
Almora ...	2,36,751	2,29,142	4,65,893	8,300	392	8,692	23·37	1·14	12·44
Garhwál ...	2,11,588	2,18,312	4,29,900	4,708	79	4,787	14·83	·24	7·42
Total ...	6,21,309	5,85,721	12,07,030	15,791	779	16,570	16·94	·89	9·15
Lucknow ...	4,14,949	3,78,292	7,93,241	8,185	1,314	9,499	13·15	2·32	7·98
Unao	4,99,015	4,77,624	9,76,639	8,568	38	8,606	11·45	·05	5·87
Rae Bareli ...	5,10,090	5,23,671	10,33,761	9,103	71	9,174	11·90	·09	5·92
Sitapur ...	6,19,837	5,55,636	11,75,473	8,808	372	9,180	9·47	·45	5·21
Hardoi ...	5,82,533	5,10,301	10,92,834	8,633	280	8,913	9·88	·37	5·44
Kheri ...	4,78,629	4,26,509	9,05,138	6,004	135	6,139	8·36	·21	4·52
Total ...	31,05,053	28,72,033	59,77,086	49,301	2,210	51,511	10·58	·51	5·75
Fyzabad ...	6,05,403	5,99,564	12,04,967	10,838	506	11,344	11·93	·56	6·28
Gonda	7,14,204	6,88,991	14,03,195	9,522	275	9,797	8·89	·27	4·65
Bahraich ...	5,44,416	5,06,931	10,51,347	8,579	113	8,692	10·51	·15	5·51
Sultánpur ...	5,34,932	5,48,972	10,83,904	9,499	220	9,719	11·84	·27	5 98
Partabgarh ...	4,46,182	4,66,666	9,12,848	8,803	90	8,893	13·15	·13	6·49
Bara Banki ...	6,03,967	5,75,356	11,79,323	9,642	616	10,258	10·64	·71	5·79
Total ...	34,49,104	33,86,480	68,35,584	56,883	1,820	58,703	10·99	·36	5·73
GRAND TOTAL ...	2,46,16,942	2,30,74,840	4,76,91,782	4,71,244	21,887	4,93,131	12·76	·63	6·89
GRAND TOTAL FOR PREVIOUS YEAR.	2,46,16,942	2,30,74,840	476,91,782	4,31,952	20,821	4,52,773	11·70	·60	6·33

PROVINCIAL TABLE B.—*Giving particulars of Vernacular Primary Schools for Boys for the year ending 31st March 1903.*

District.	Number of schools.							Number of scholars.							Expenditure on schools	
	Under public management.		Under private management. Aided.		Under private management. Unaided.		Total.	Under public management.		Under private management. Aided.		Under private management. Unaided.		Total.	Under public management.	Aided.
	Upper.	Lower.	Upper.	Lower.	Upper.	Lower.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Muttra ...	42	59	23	55	...	...	179	657	4,743	123	1,869	...	...	7,392	17,111	4,314
Agra	49	100	14	40	...	...	203	814	6,406	168	1,581	...	..	8,969	25,843	6,353
Farrukhabad ...	39	92	24	60	2	...	217	634	5,095	160	2,056	17	116	8,078	20,315	4,770
Mainpuri ...	20	98	...	17	...	...	135	301	3,845	...	372	...	...	4,518	18,189	708
Etáwah ...	27	75	20	19	...	...	141	585	4,101	106	923	...	...	5,715	16,077	4,285
Etah	37	84	10	29	..	..	160	511	4,004	60	970	...	...	5,545	21,280	1,737
Total ...	214	508	91	220	2	..	1,035	3,502	28,194	617	7,771	17	116	40,217	1,18,815	22,167
Dehra Dún ...	19	22	3	7	...	...	51	265	1,693	31	409	...	...	2,398	5,760	1,421
Saháranpur ...	43	74	7	50	...	...	174	672	3,790	30	1,808	...	...	6,300	18,193	13,486
Muzaffarnagar ...	70	39	26	49	1	...	185	740	3,627	113	2,295	4	17	6,796	14,895	2,840
Meerut ...	98	56	22	64	...	...	240	1,231	5,648	111	2,441	...	...	9,431	23,087	3,309
Bulandshahr ...	90	28	21	31	...	2	172	1,357	5,785	136	1,574	...	57	8,909	18,655	2,574
Aligarh ...	90	61	12	46	1	...	210	1,374	6,405	72	1,485	4	29	9,369	25,430	2,136
Total ...	410	280	91	247	2	2	1,032	5,639	26,948	493	10,012	8	103	43,203	1,06,020	25,766
Bareilly ...	61	53	6	30	1	...	151	769	4,441	17	972	38	...	6,237	20,671	1,473
Bijnor ...	42	59	12	90	...	...	203	891	4,091	63	3,308	...	...	8,353	15,499	3,874
Budaun ...	71	74	2	14	...	...	161	1,071	5,178	6	355	...	...	6,610	24,306	612
Moradabad ...	57	75	8	32	...	...	172	788	4,432	73	1,874	...	...	7,167	23,634	1,907
Sháhjahánpur ...	38	74	...	30	...	...	142	785	5,309	...	800	..	...	6,894	17,445	1,100
Pilibhit ...	35	50	3	6	...	...	94	1,992	1,548	88	124	...	...	3,752	11,988	338
Total ...	304	385	31	202	1	...	923	6,296	24,999	247	7,433	38	...	39,013	1,13,543	9,304
Cawnpore ...	63	93	1	71	...	...	228	1,012	6,552	6	2,175	...	...	9,745	26,716	3,129
Fatehpur ...	32	76	...	45	...	...	153	537	3,949	...	1,182	...	...	5,668	17,057	1,859
Bánda ...	39	99	1	22	...	...	161	448	4,264	27	619	...	...	5,358	19,481	1,166
Hamírpur ...	26	71	2	22	...	...	121	426	3,794	3	537	...	...	4,760	15,285	1,519
Allahabad ...	38	100	1	66	1	...	206	505	5,352	3	1,730	4	...	7,594	22,732	3,317
Jhánsi ...	29	101	2	29	...	1	162	455	3,993	14	934	...	20	5,416	19,762	1,709
Jalaun ...	22	66	9	47	2	2	148	294	2,983	29	1,279	13	122	4,720	11,895	2,239
Total ...	249	606	16	302	3	3	1,179	3,677	30,887	82	8,456	17	142	43,261	1,32,928	14,938
Benares ...	56	47	7	48	...	...	158	690	5,391	65	1,819	...	...	7,965	14,779	2,224
Mirzapur ...	31	81	5	82	...	4	203	518	4,452	51	2,700	...	141	7,862	18,151	5,649
Jaunpur ...	48	88	2	58	...	..	191	759	5,637	9	1,745	...	...	8,150	19,777	4,374
Gházipur ...	40	53	2	80	...	...	175	976	5,099	96	3,219	...	...	9,390	16,431	5,031
Ballia ...	40	58	5	30	...	...	133	776	4,964	28	1,443	...	...	7,211	16,392	1,166
Total ...	210	327	21	298	...	4	860	3,719	25,543	249	10,926	...	141	40,578	85,530	18,444
Gorakhpur ...	85	71	60	80	...	...	296	1,642	10,872	418	6,251	...	...	19,183	24,599	9,001
Basti	42	84	80	69	...	...	275	970	7,561	394	5,344	...	...	14,269	20,977	6,282
Azamgarh ...	57	66	33	93	...	...	249	1,356	7,822	151	4,506	...	...	13,835	19,805	4,797
Total ...	184	221	173	242	...	...	820	3,968	26,255	963	16,101	...	...	47,287	65,381	20,080
Naini Tál ...	13	60	...	7	...	...	80	103	1,613	...	154	...	...	1,870	8,046	324
Garhwál ...	20	77	1	15	...	...	113	416	3,471	3	406	...	..	4,296	13,554	1,549
Almora ...	50	51	14	38	2	4	159	708	4,683	108	1,735	10	178	7,422	16,343	5,747
Total ...	83	188	15	60	2	4	352	1,227	9,767	111	2,295	10	178	13,588	37,943	7,620
Lucknow ...	29	68	1	2	2	..	102	539	3,594	5	87	11	47	4,283	16,065	654
Unao	49	77	10	34	...	...	170	904	5,545	36	1,092	...	...	7,577	19,423	1,279
Rae Bareli ...	67	42	24	52	...	...	185	1,078	4,843	126	2,133	...	...	8,180	18,807	4,130
Sítapur ...	77	104	1	13	...	2	197	971	6,278	12	488	...	44	7,793	25,227	777
Hardoi ...	38	112	1	18	...	...	169	760	5,800	10	509	...	...	7,079	20,376	662
Kheri ...	39	45	1	71	...	5	161	487	3,200	4	1,623	...	90	5,404	15,173	2,509
Total ...	299	448	38	190	2	7	984	4,739	29,260	193	5,932	11	181	4,0316	1,15,071	10,011
Fyzabad ...	50	40	11	61	...	...	162	1,039	6,185	112	3,067	...	...	10,403	16,322	3,300
Gonda ...	66	72	14	12	1	4	169	788	6,201	83	922	57	169	8,220	18,774	2,095
Bahraich ...	37	54	5	82	3	2	183	488	3,722	113	2,529	19	159	7,030	13,183	5,789
Sultánpur ...	45	69	5	53	...	...	172	879	5,710	14	1,891	...	...	8,494	17,767	3,116
Partábgarh ...	43	56	21	31	5	5	161	640	5,242	143	1,853	32	291	8,201	15,849	3,155
Bara Banki ...	64	58	3	27	5	6	163	965	5,924	17	1,015	25	318	8,264	21,518	1,591
Total ...	305	349	59	266	14	17	1,010	4,799	32,984	482	11,277	133	937	50,612	1,03,413	19,046
GRAND TOTAL 1902-03	2,258	3,312	535	2027	26	37	8,195	37,665	2,34,837	3,437	80,203	234	1,798	368,075	3,78,644	1,47,376
GRAND TOTAL 1901-02	2,190	2,500	571	1,724	23	29	7,037	33,813	1,98,061	3,614	72,496	172	1,471	309,627	7,59,373	1,31,186

ORDERS OF GOVERNMENT.

No. $\frac{691}{XV-48-11-3}$ OF 1903.

RESOLUTION.

EDUCATIONAL DEPARTMENT.

Dated Allahabad, the 21st November 1903.

READ—

The general report on public instruction in the United Provinces for the year ending 31st March 1903, submitted by the Director of public instruction.

OBSERVATIONS.—The advancement of instruction in these provinces is mainly a matter of expenditure, and in this there was a substantial increase of Rs. 5,27,000 in the year under review. This increase was possible because the Government of India made a special grant of five lakhs for the purpose. The many improvements that have been carried out are detailed in chapter I of the report.

2. The following table shows in a convenient form the results of the examinations of the last two years :—

Examination.	*Candidates.*		Variation.	*Passed.*		Variation.
	1901-1902.	1902-1903.		1901-1902.	1902-1903.	
M.A. and D.Sc. ...	37	42	+5	19	20	+1
B.A.	217	192	—25	148	126	—22
B.Sc.	5	11	+6	3	7	+4
Intermediate ...	530	558	+28	273	227	—46
Entrance	1,162	1,069	—93	592	534	—58
School final	346	370	+24	181	226	+45
Vernacular final ...	3,429	3,887	+458	2,448	2,090	—358
Primary	16,120	17,116	+996	11,447	11,694	+247

Last year the excellent results of the vernacular final examination served to illustrate improvement in vernacular secondary education. This year the inference must be that little reliance can be placed upon examination results. The Lieutenant Governor agrees with the Director that this examination must have been too stiff; he has also little doubt that the primary examination was unnecessarily severe. Unquestionably boys enter for the primary examination with very imperfect preparation, but this is due to the ignorance of the teachers. Every effort is being made to get a better stamp of teachers, and so raise the level of instruction, but of necessity progress will be slow. Meanwhile the examination should respond to existing conditions. A stiff examination has no effect on the standard of teaching, which, indeed, under present conditions no examination can touch, while it deters boys from continuing their studies into the upper primary classes. As it is, only a very small proportion of boys studies to the upper primary stage; of an average enrolment of some 350,000 only 17,000 presented themselves for the examination in which the primary course nominally culminates. It is hoped that examinations under the new conditions will be more elastic.

3. The most striking and satisfactory result of the year was the stimulus given to elementary education. The following figures for boys' schools show the increase in the numbers of schools and of scholars :—

Year.	*Number of schools.*		*Number of scholars.*	
	Upper primary.	Lower primary.	Upper primary.	Lower primary.
1901-1902	2,784	4,253	37,599	272,028
1902-1903	2,819	5,376	41,237	316,838
Difference ...	+35	+1,123	+3,638	+44,810

The increase has been greatest in the case of board schools; aided schools have gone forward, but at a slower rate; while unaided schools show signs of going back.

4. It is stated that in several districts the procedure is, first to aid a school, and then, if it succeeds, to convert it into a board school. The Lieutenant Governor is not prepared to accept this policy. There are signs that the provinces are awakening to the advantages of elementary education; it is believed that this will be stimulated by the adoption in the text-books of the language of every-day life; and it seems clear that in the near future there will be very large demands for money to open new elementary schools. An analysis of the figures in provincial statement B shows that aided schools are very much cheaper than board schools :—

Year.	*Expenditure on board schools.*		*Expenditure on aided schools.*	
	Per school.	Per scholar.	Per school.	Per scholar.
	Rs.	Rs.	Rs.	Rs.
1900-1901	140	3·2	53	1·6
1901-1902	162	3·3	57	1·8
1902-1903	158	3·2	57	1·7

Some allowance is necessary for inaccuracy of the figures, but of the general result there can be no doubt. At the present rate of increase the expenditure would soon have to be doubled; but it is not possible to continue increasing the grants on anything like the scale of recent years.

5. In many ways a board school is more satisfactory than an aided school, but the boards must be satisfied with the cheaper article at any rate as regards lower primary schools. So far as efficiency goes (meaning by efficiency the suitability of means to ends) there is little to choose between the two. The fact must be faced that the mass of primary scholars do not want more than the most elementary instruction, and will leave school when they have got it in order to work in their fields. In the backward state of these provinces the spread of elementary education is the principal thing; its improvement must come afterwards. There can be no improvement until the teachers are trained, and it will take many

years before any trained men are available for the lower primary schools. The number of teachers which the normal schools turn out is altogether inadequate to meet the demand for new schools, let alone any question of replacing existing men. For instance, 1,158 primary schools were opened during the year, and only 178 teachers passed out of the normal schools.

6. Board schools are more popular than aided schools, partly for the reasons mentioned by the Director, largely perhaps because they charge lower fees. The returns for the last two years show that in board schools the fees average two pice, in aided schools eight pice, per scholar per mensem. The figures for aided schools are doubtless inaccurate—fees are often paid in kind or in service,—but there seems no doubt as to the general effect of the comparison.

7. Looking at the case from different aspects, the Lieutenant Governor has decided that the policy of starting aided rather than board lower primary schools must be more generally accepted by the boards; and they will be instructed accordingly. His Honour does not wish to issue any general orders at present as to fees in primary schools; to raise fees generally might throw back the cause of primary education in some districts. For the present discretion will be left to the boards, who are the only authority in touch with local sentiment. At the same time boards should examine their fees with a view to avoid, so far as possible, competition with aided schools. This is a matter of general educational policy.

8. The importance given to inspection as compared with examination is unpopular, and the Director notices a disposition to think that the old policy will be reverted to. There can be no doubt that the new procedure is better than the old, and this Government has no intention whatever of going back on it. This cannot be too clearly understood.

9. Last year Commissioners and chairmen of district boards noted a growing interest in education among the members of the boards. The Lieutenant Governor is glad to see that the Director also takes a more favourable view of their work. In Basti, by the help of the zamíndárs, 46 school houses were built with the money spent on building 20 school houses in other districts. Already public spirit in the matter of education is beginning to grow. It should be encouraged in every way. Good work in other directions also should be acknowledged. In inspecting buildings, checking attendance, enquiring into complaints against teachers and others, seeing that text books are sold at fair prices, preventing unnecessary transfers of teachers (regarding which complaints are frequently made) invaluable help may be rendered by members.

10. The abolition of the english middle examination has led to an increase of scholars in the high classes of anglo-vernacular, and the secondary classes of vernacular, schools. These schools serve different classes of the population, who have different wants—a fact which will be recognized in the revised curriculum. The classes for short-hand and type-writing, which are attached to certain anglo-vernacular schools, seem to be much appreciated. In both anglo-vernacular and vernacular secondary schools large sums are needed to attract better teachers and

to improve the accommodation. Some progress has been made in both directions since the close of the year.

11. The colleges had many difficulties to contend with over the plague, but the Director appears to think that most of them have done well in trying circumstances. Further valuable apparatus was added to the already fine laboratories at the Muir Central College, but, so far as higher studies are concerned, the laboratories are at present practically empty of students. It is hoped that means may be found to induce students to continue their studies in science beyond the B.A. degree. The Sanskrit College at Benares is becoming more popular, and the Lieutenant Governor is considering how the usefulness of this institution can be extended. Many questions were discussed in the University, and the whole subject of english education is engaging the earnest attention of the department and the Government, but the stage of action was not reached during the year.

12. The Training College at Allahabad is doing good work, under difficulties as to raw material. Even graduates were found deficient in many important qualifications. The normal schools passed 178 teachers. A discreditable outbreak in the normal school at Lucknow shows how necessary it is to maintain strict discipline over pupil teachers, and how difficult it is to get the right men to instruct them. It is evident that the improvement of the teaching staff is the indispensable preliminary to the improvement of instruction. Two more large normal schools are now about to be built, and the Lieutenant Governor has no doubt that under the guidance of Mr. Lewis, who has already done much to improve the teaching at normal schools in these provinces, very good results will be achieved. But it is quite beyond the financial resources of this Government to train all the teachers in lower primary schools. For the present Government must be content to aim at supplying from its normal schools trained teachers for the secondary vernacular and upper primary schools, and particularly for the primary classes of anglo-vernacular schools.

13. The normal school for females at Lucknow is being resorted to in increasing numbers. There was also an increase in the number of girls receiving instruction both at girls' schools and boys' schools. Female education is free, but progress in the public instruction of females is likely to be slow. The high castes show no readiness to send their daughters to school; the low castes seem ready to send them to elementary schools for boys. There seems, however, to be a demand for trained female teachers to teach privately in the houses of persons who can afford private tuition.

14. The experiments of discontinuing general education, of opening a *bázár* workshop on the model of the Casanova school at Naples, and of starting a night school at the industrial school, Lucknow, have failed completely. The main school was emptied, and the other classes were deserted. The industrial classes at Roorkee are kept going by stipends, but the scholars do not often practise in after life the trade that they learnt there. The results of experiments in industrial schools in these provinces are so far instructive only in their disappointments,

15. The Lieutenant Governor desires to thank Mr. Lewis for his valuable assistance throughout a busy year, and for an interesting report, which was punctually submitted. The many changes that have been introduced, and the many experiments that are being tried, have thrown a very heavy burden on the shoulders of the Director and his subordinates. His Honour has read with pleasure the tribute which the Director pays to Mr. delaFosse, Assistant Director, and the other gentlemen mentioned in chapter III of the report.

ORDER.—Ordered that a copy of this resolution be forwarded to the Director of public instruction, United Provinces, for information.

Ordered also that the resolution be published in the *United Provinces Government Gazette*.

By order, &c.,

S. H. BUTLER,

Secy. to Govt., United Provinces.

00134179

Digitized with financial assistance from

Government of Maharashtra

on 01 February, 2020